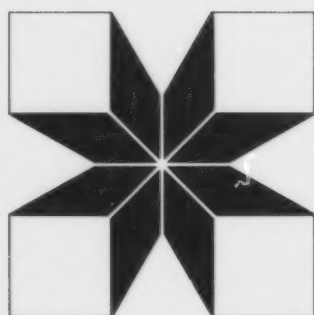


**NO
PAPER
RIGHTS**

**REIMPRESSION
INTERDITE**

IDRC
CRDI
CIID



CANADA

TEACHING AND LEARNING STRATEGIES IN LESOTHO

**AN EMPIRICAL PERSPECTIVE OF
PRIMARY SCHOOL CLASSROOMS**

**E.M. SEBATANE, C.M. CHABANE,
AND J.P. LEFOKA**

The International Development Research Centre is a public corporation created by the Parliament of Canada in 1970 to support technical and policy research designed to adapt science and technology to the needs of developing countries. The Centre's five program sectors are Environment and Natural Resources, Social Sciences, Health Sciences, Information Sciences and Systems, and Corporate Affairs and Initiatives. The Centre's funds are provided by the Parliament of Canada; IDRC's policies, however, are set by an international Board of Governors. The Centre's headquarters are in Ottawa, Canada. Regional offices are located in Africa, Asia, Latin America, and the Middle East.

Le Centre de recherches pour le développement international, société d'État créée en 1970 par une loi du Parlement du Canada, a pour mission d'appuyer l'exécution de recherches qui, dans le domaine technique et dans celui des politiques, ont pour but d'adapter les sciences et la technologie aux besoins des pays en développement. Ses cinq secteurs d'activités sont : l'environnement et les richesses naturelles, les sciences sociales, les sciences de la santé, les sciences et systèmes d'information, et les initiatives et affaires institutionnelles. Le CRDI est financé par le Parlement du Canada, mais c'est un conseil des gouverneurs international qui en détermine l'orientation et les politiques. Établi à Ottawa, au Canada, il a des bureaux régionaux en Afrique, en Asie, en Amérique latine et au Moyen-Orient.

El Centro Internacional de Investigaciones para el Desarrollo es una corporación pública creada en 1970 por el Parlamento de Canadá en apoyo de la investigación técnica y de política concebidas a adaptar la ciencia y la tecnología a las necesidades de los países en desarrollo. Los cinco programas sectoriales del Centro son Medio Ambiente y Recursos Naturales, Ciencias Sociales, Ciencias de la Salud, Ciencias y Sistemas de la Información, y Asuntos Corporativos e Iniciativas. Los fondos del Centro provienen del Parlamento de Canadá; sin embargo, las políticas del CIID son trazadas por un Consejo de Gobernadores de carácter internacional. La sede del Centro está en Ottawa, Canadá, y sus oficinas regionales en América Latina, África, Asia y el Medio Oriente.

This series includes meeting documents, internal reports, and preliminary technical documents that may later form the basis of a formal publication. A Manuscript Report is given a small distribution to a highly specialized audience.

La présente série est réservée aux documents issus de colloques, aux rapports internes et aux documents techniques susceptibles d'être publiés plus tard dans une série de publications plus soignées. D'un tirage restreint, le rapport manuscrit est destiné à un public très spécialisé.

Esta serie incluye ponencias de reuniones, informes internos y documentos técnicos que pueden posteriormente conformar la base de una publicación formal. El informe recibe distribución limitada entre una audiencia altamente especializada.

IDRC-MR309e
October 1992

Teaching and Learning Strategies in Lesotho

An Empirical Perspective
of Primary School Classrooms

by

E.M. Sebatane, C.M. Chabane, and J.P. Lefoka

Institute of Education,
National University of Lesotho,
Roma, Lesotho

INTERNATIONAL DEVELOPMENT RESEARCH CENTRE

Ottawa • Cairo • Dakar • Johannesburg • Montevideo • Nairobi • New Delhi • Singapore

Material contained in this report is produced as submitted and has not been subjected to peer review or editing by staff of the Corporate Affairs and Initiatives Division of IDRC. Unless otherwise stated, copyright for material in this report is held by the authors. Mention of a proprietary name does not constitute endorsement of the product and is given only for information.

ISBN: 0-88936-640-3

TABLE OF CONTENTS

PREFACE	vi
ACKNOWLEDGEMENTS	vii
1 INTRODUCTION	2
1.1 Background to the Country	2
1.2 Background to the Study	4
1.3 Statement of the Problem	8
1.4 Significance of the Study	9
1.5 Objectives of the Study	10
2 LITERATURE REVIEW	11
2.1 The School and the Classroom in Context	11
2.2 A Case for Classroom Research	11
2.3 Complexity of the Classroom	12
2.4 Types of Classroom Research and Problems of Analyzing Classroom Data	12
2.5 Beyond Mere Observation	13
3 METHODS OF DATA COLLECTION	15
3.1 Selection of Sample Schools	15
3.2 Identification of the Project Staff	16
3.3 Construction of Data-Collection Instruments	17
3.4 Nature of Data-Collection Instruments (Schedules) Constructed	18
3.5 Training of Field Assistants	19
3.6 Visits to Some Schools to Introduce Field Assistants	21
3.7 Pre-Observation Visits	21
3.8 Actual Data Collection Phase	21
3.9 Video-Taping of a Sample of Lessons	22
4 DATA PROCESSING AND ANALYSIS	23
4.1 Debriefing Workshop	23
4.2 Training of Field Assistants on Coding	24
4.3 In Search of Paradigms	25
4.4 Handling of Schedules 1 and 2 Data	26
5 THE LESOTHO PRIMARY SCHOOL	27
5.1 The Case of School 01	27
5.2 The Case of School 02	30
5.3 The Case of School 03	33
5.4 The Case of School 04	35
5.5 The Case of School 05	38
5.6 The Case of School 06	40
5.7 The Case of School 07	44
5.8 The Case of School 08	46
5.9 The Case of School 09	49
5.10 The Case of School 10	51
5.11 Field Assistants' Observations and Impressions	54
6 THE CLASSROOM SETTING	56
6.1 The Classrooms	56
6.2 Classroom Construction Materials	57

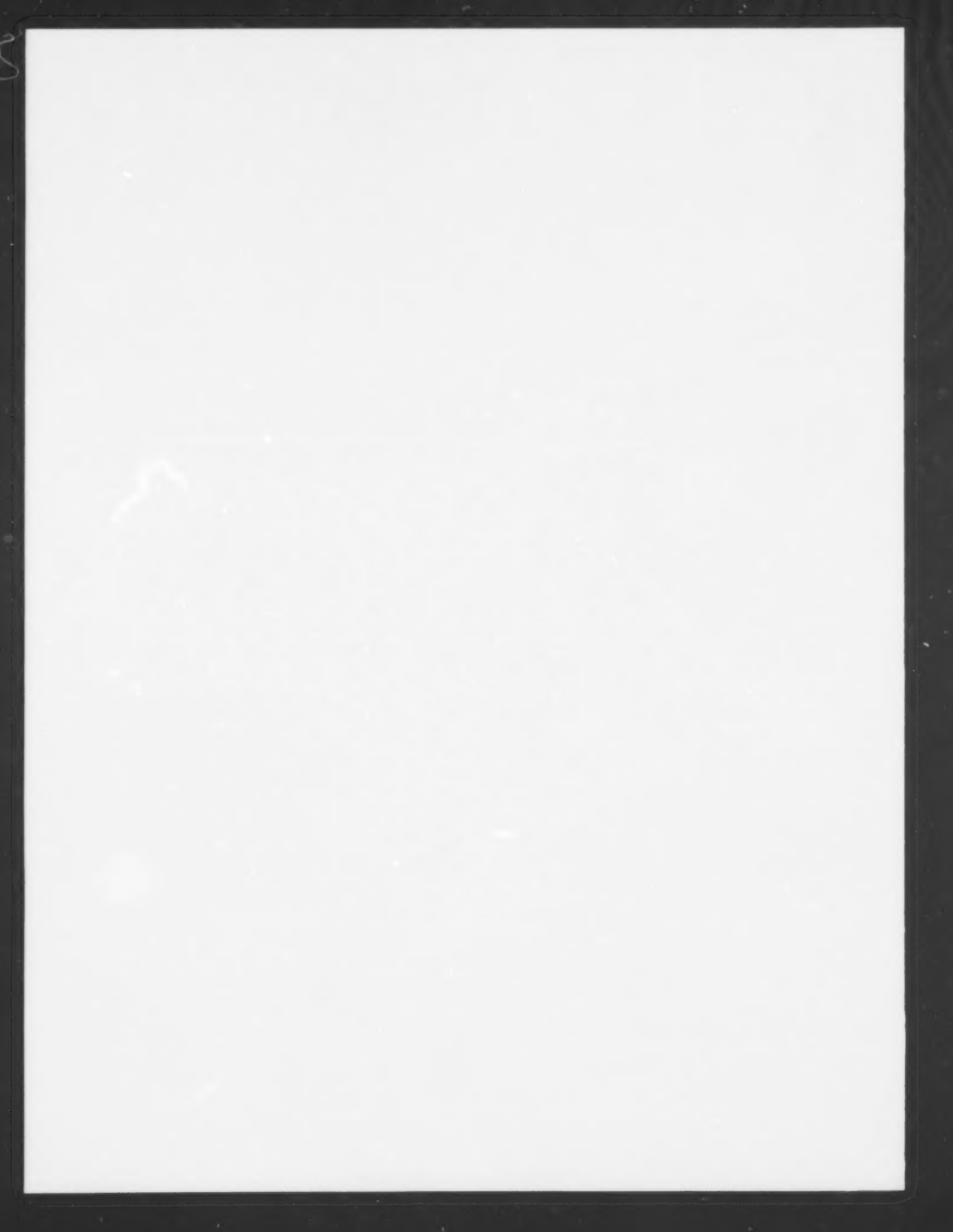
6.3 Classroom Furniture	58
6.4 Sitting Conditions of Pupils	59
6.5 Chalkboards	60
6.6 Classes in the Open	60
6.7 Other Uses of Classrooms	60
6.8 Teachers	60
6.9 Pupils	63
7 TEACHERS' ACTIONS IN THE CLASSROOM	68
7.1 Categorisation of Teacher's Actions	68
7.2 Specific Actions under Each Category	69
7.3 Teacher Profile	74
7.4 Overall Teacher Profiles	75
7.5 Analysis of Overall Teacher Profiles	76
7.6 Instructional Strategies and Lesson Patterns	78
8 PUPILS' ACTIONS IN THE CLASSROOM	83
8.1 Pupil Learning Strategies	83
8.2 Categorisation of Pupils' Actions	83
8.3 Actions under Various Categories	84
8.4 Pupil Profile	87
8.5 Analysis of Pupil Profiles	90
8.6 Samples of Pupils' Classroom Activities	90
9 TEACHER-PUPIL INTERACTIONS	93
9.1 Sample 1	93
9.2 Sample 2	100
9.3 Sample 3	103
9.4 Sample	109
9.5 Sample 5	113
9.6 Sample 6	117
9.7 Sample 7	129
9.8 Sample 8	134
10 USE OF TEACHING/LEARNING MATERIALS	135
10.1 Determination of Popularity of Materials	135
10.2 Relative Popularity of Materials	135
10.3 Adequacy of Teaching/Learning Materials	137
11 THEORY AND PRACTICE	139
11.1 Teaching Methods	139
11.2 Teacher Actions Under Each Category	140
11.3 Intentions and Reality	145
11.4 General Observations	147
11.5 Distribution of Method Preference and Non- preference	147
11.6 Purpose for Teaching the Subjects	148
12 OTHER INSTRUCTIONAL ISSUES	151
12.1 Period Length	151
12.2 Homework	153
13 CONCLUSIONS AND RECOMMENDATIONS	155
13.1 The Primary School In Context	155
13.2 Teaching/Learning Strategies	156
13.3 Learning Strategies	159
13.4 Recommendations	159

14 PERSPECTIVES	161
14.1 Lessons, Observations and Experiences	161
14.2 Multiple Effects of The Study	163
14.3 Towards Action Research	164
14.4 Towards an Instrument	166
14.5 Final Remarks	167
REFERENCES	168

LIST OF TABLES

Table 1:	Sample Schools by Ecological Zone, Urban-Rural Dimension, and by Gender of Headteacher	16
Table 2:	Schools from which Resource Teachers were Drawn . .	17
Table 3:	Environment in School 01	27
Table 4:	Enrolment in School 02	31
Table 5:	Enrolment in School 03	33
Table 6:	Enrolment in School 04	36
Table 7:	Enrolment in School 05	38
Table 8:	Enrolment in School 06	41
Table 9:	Environment in School 07	44
Table 10:	Enrolment in School 08	46
Table 11:	Enrolment in School 09	49
Table 12:	Enrolment in School 10	51
Table 13:	Types of Accommodation of Classes by Standard . . .	56
Table 14:	Types of Accommodation of Classes by School	57
Table 15:	Construction Materials of Classrooms (In Percentages)	58
Table 16:	Number of Classes with Pupil Furniture by Type of Classroom Accommodation	58
Table 17:	Number of Classes with Teacher Furniture by Type of Accommodation	59
Table 18:	Classroom Sitting Conditions for Pupils by Type of Accommodation	59
Table 19:	Number of Teachers by Age and by Sex	60
Table 20:	Number of Teachers by Professional Qualifications .	62
Table 21:	Number of Teachers by Academic Qualifications . . .	62
Table 22:	Teachers' Teaching Experience by Standard Taught . .	63
Table 23:	Number of Observed Pupils by Standard and by Enrolment	63
Table 24:	Number of Observed Pupils by School Enrolment . . .	65
Table 25:	Average Class Sizes by Standard and by Ecological Zone	65
Table 26:	Average Pupil Daily Absenteeism by Standard and by Ecological Zone	66
Table 27:	Number of Alternating Pupils by School and by Standard	67
Table 28:	Overall Profile for Teacher 01 in Standard 3 and School 02	75
Table 29:	Percentages of Teachers whose Teaching was Dominated by Respective Action Categories	76
Table 30:	Dominance of Categories by School	78
Table 31:	Example of a Pupil Profile in Standard 3, School 02 and Under Teacher 01	89
Table 32:	Relative Popularity of Teaching/Learning Materials by School	137
Table 33:	Percentage of Teachers Declaring Adequacy and Inadequacy of Teaching Materials by Subject	138
Table 34:	Percentage of Teachers Declaring Adequacy and Inadequacy of Teaching Materials by School	138
Table 35:	Popularity Rates of Teaching Methods in Mathematics by School, Teacher, and by Standard	146
Table 36:	Percentage Distribution of Preference and Non-preference of Methods by Subject and by Category	148
Table 37:	Teachers' Purposes for Teaching the Subjects . . .	149
Table 38:	Percentages of Periods over 40 Minutes Long by School and by Standard	151
Table 39:	Percentages of Periods Over 40 Minutes Long by School by Subject	152

Table 40:	Percentages of Periods Reported and Observed to be Over 40 Minutes Long	152
Table 41:	Cases of No of Homework and of Observed Homework by Standard and by Subject	154



PREFACE

This publication is based on the findings of a research project, "Teacher/Learning Strategies in Lesotho Primary School Classrooms". The study was undertaken under the overall direction and supervision of the Research and Evaluation Division of the Institute of Education at the National University of Lesotho. It was carried out in collaboration with the International Development Research Centre (IDRC), Canada, which provided financial support. The Social Sciences Division of the IDRC Regional Office in Nairobi, Kenya, was, under the direction of Dr. John A. Nkinyangi, responsible for the facilitation and general overseeing of the implementation of the project.

The idea of launching the study was first conceived in 1984. This was followed by a long period of negotiations with the donor who finally and officially approved of the project proposal and funding in January, 1986. The actual implementation of the project started in February of the same year. The late Professor T. S. Thelejane and the former Director of the Institute of Education, was the Project Leader until October, 1987 when Dr. E. M. Sebatane took over. The research team consisted of the following:

- a) Principal Investigators, Dr. E. M. Sebatane and Mr. C. M. Chabane. Both of them were full-time employees of the Institute of Education. They were responsible for the overall activities and direction of the project, including the organization and running of the relevant workshops.
- b) Research Assistant, Ms. J. P. Lefoka. Although engaged as a Field Supervisor, her main duty was assisting in data processing and analysis. She had also served as a Field Assistant for the project.
- c) Ten Field Assistants. These were Intern Supervisors (Field Staff) for the National Teacher Training College (NTTC). They were responsible for collecting information from the schools as well as assisting in the preliminary processing of data.

This report is meant to be self-contained. However, complete sets of teacher and pupil profiles, descriptions of teaching/learning materials, and data-collection instruments used in the study appear in separate documents. The views expressed in the report are those of the authors and should not be attributed to either IDRC or the Institute of Education.



ACKNOWLEDGEMENTS

On behalf of the Institute of Education I wish to express our sincere gratitude to a number of individuals, institutions/organizations and groups who contributed to the success of this project. While it is not easy to name them all, the following deserve a special mention:

- a) The entire research team, including the Field Assistants.
- b) The International Development Research Centre which not only funded the project but also offered professional guidance in the persons of Drs. John A. Nkinyangi and Sheldon Shaeffer. The Centre also contracted a Canadian reporter/photographer, Mr. Denis Marchand, who took pictures in selected sample schools, including the one appearing on the cover of this report.
- c) The National University of Lesotho for providing in-kind contribution and support.
- d) The Ministry of Education for its support. The Planning Unit of the Ministry was most cooperative in facilitating the approval of the project by the Central Planning and Development Office. The Instructional Material Resource Centre, also of the Ministry of Education, was responsible for making a video of some aspects of the project.
- e) The headteachers, teachers and pupils of the schools which participated in the study, including those schools in which the data-collection instruments were pre-tested.
- f) The resource teachers, from both primary and secondary/high schools, whose classroom practical experience was invaluable for the project.
- g) The participants in the Preliminary Workshop that worked on the draft data-collection instruments, as well as the participants in Debriefing Workshop which took place after the data-collection phase.
- h) A number of professionals and institutions in Kenya, Ethiopia, Tanzania, Zambia and Zimbabwe who provided important ideas in the implementation of the project. In particular, the data-collection instruments from Dr. Katherine Namuddu (then at the Kenyatta University) and from Dr. T. Ayeno, Ms. B. Zewde and Dr. M. Mwaniki, all from the Ministry of Education, Ethiopia, were very useful in the drafting of our own observation schedule.
- i) The participants in the Dissemination Seminars based on the preliminary findings of the study.
- j) Dr. Q. K. Chakela for his assistance in the computer editing and layout design of the document.

E. M. Sebatane - Project Leader

1 INTRODUCTION

1.1 Background to the Country

Anecdotes abound regarding the chalk-and-talk pedagogical method employed by many Third World teachers. But we have few concrete descriptions of how teachers interact with pupils, how student exercises are structured and evaluated, and what forms of knowledge are communicated...In short, we know little about how teachers try to motivate children or whether they attempt simply to maintain order when confronted by 50 or 60 young faces.

Fuller and Heyneman (1989, p. 17)

1.1.1 General

The Kingdom of Lesotho is a small country situated in the southern part of the continent of Africa. Covering a total land area of 30,355 square kilometres (11,720 square miles), the country is completely landlocked and entirely surrounded by the Republic of South Africa. Its prominent feature is the mountains which cover over two-thirds of the country and have peaks rising to 3482 metres (11000 feet) above sea level. Only 10 percent of land area is cultivatable. The major ecological zones of the country, therefore, are mountains, foothills and lowlands (Kingdom of Lesotho, 1987a, 1987b).

According to the 1986 population census preliminary results, the population of Lesotho stood at 1,577,000, with an annual intercensal population growth rate of 2.6 percent. Of this de jure population, 760,000 were males and 817,000 females (Kingdom of Lesotho, 1987c). Population density is 51 persons per square kilometre. It varies according to regions, being highest in the lowlands and lowest in the mountain areas. The country is predominantly rural, with about 85 percent of the population residing in the rural areas. The majority of the population depends on agriculture for its subsistence. These population dynamics have a bearing on education, including accessibility and equity (Sebatane, 1988).

Economically, Lesotho is classified by the United Nations as one of the 29 least developed countries in the world. According to the Budget Household Survey of 1986/87 (Kingdom of Lesotho, 1988a), the average monthly household income for the country is M236 or about US\$87. At any given time, about 50 percent of the able-bodied men are away from home working as migrants in the Republic of South Africa, leaving the majority of the rural population composed mainly of women, children and the aged. The main source of income for the country is the migrant workers' remittances (affecting 35 percent of the total number of households) which finances a substantial portion of imports (65 percent in 1987). These remittances accounted, both in cash and goods, for 48 percent of the Gross National Product (GNP) in 1986. Subsistence farming is the second most important source of income (22 percent of the households). Agriculture is the major contributor to the Gross Domestic Product (GDP), employing 33.7 percent of the economically active population.

1.1.2 Education System

Formal education in Lesotho is a joint responsibility between Government, the church and the community. The system is classified into three main categories according to level and type. The first level is the primary education which covers seven years of basic education in reading, writing and arithmetic, along with elementary understanding of such subjects as science, social studies and religious instruction. The second level consists of three types of education. The first type is the general secondary education, leading to a three-year Junior Certificate (JC) and a two-year Cambridge Overseas School Certificate (COSC). Teacher training, offered at the National Teacher Training College (NTTC) and the National University of Lesotho (NUL), forms the second type of the general secondary education. The last type is the technical and vocational education. Finally, the third level of education is tertiary education, including university.

The education system of Lesotho is dominated by the primary school enrolments. For the majority of the population the primary education is the termination of formal schooling. Of the pupils entering the lowest level, only about a quarter manage to complete primary education. Of those completing, approximately 50 percent begin the second level and a fourth complete the five years of the general secondary education. One of the general objectives for the development of the education system in the country is provision of basic education for all, according to the current national Five-Year Development Plan (Kingdom of Lesotho, 1987a). Basic education is to be achieved primarily through the provision of complete primary education for all children. In 1988 there were 1179 primary schools in the country. Only 66.5 percent of them offered a full primary school course, that is, all seven standards or grades. The majority of the schools offering less than a full primary education is in the mountain areas. Some of these are small, one- to two-teacher schools whose enrolment may range anywhere from less than 25 pupils to 200 pupils (Kingdom of Lesotho, 1987d). Low enrolment rates are characteristic of sparsely scattered mountain population areas with inadequate infrastructure. Some pupils also have to travel long distances to and from school and usually have to confront difficult topography in the process, a factor which may serve as a disincentive for school attendance. Ideally, the walking distance should not be more than 4 kilometres (Kingdom of Lesotho, 1982, 1981a). Low attendance rates, on the other hand, militate against the goal of attaining universal primary education (UPE).

In 1988 the total enrolment in primary schools was 345,524 pupils, of whom 44.7 percent were boys and 55.3 percent were girls. The average pupil to classroom ratio stood at 101.8:1. This ratio is high, particularly considering the fact that the figure does not include the 806 church halls used for classroom purposes. Meanwhile, the number of teachers was 6210 in 1988. Of these, 80.9 percent were qualified and 19.1 percent were unqualified. The teaching force is dominated by females (78.6 percent) as against males (21.4 percent). The overall pupil to teacher ratio was 55.6:1 in 1988. In 1987 the drop-out rates ranged from 2.8 to 11.3 percent, the highest rates being recorded in standard 1. The ratio of repeaters to the total

enrolment stood at 22 percent in 1988. These ratios indicate the proportion of available places provided to repeaters. The repetition rates vary among standards. For example, they ranged from 30.6 percent in standard 1 to 10.1 in standard 7 in 1987. They are consistently high in the mountain schools. This repetition of grades inherent in the primary school system is considered to be mainly responsible for overcrowding.

The official primary school age is the ages 6 through 12. However, the total number of pupils enrolled in primary schools constituted 118.1 percent of the population aged 6 to 12 years in 1987. On the other hand, the age specific enrolment ratio for the 6 to 12 year age group represented only 77.2 percent of the same age group in the population. It is observed, therefore, that the primary school system had a crowd constituting 18.1 percentage points over and above the requisite age group for primary education. According to available statistics, about 55.3 percent of the 6 year-old children were not enrolled at schools in 1986. More than half of these were boys. Not only do boys start schooling at a relatively older age but a number of them do not complete primary education (Kingdom of Lesotho, 1987d).

1.2 Background to the Study

The study of school classrooms is a major aspect of educational research. It is rooted in the belief that if we are to understand the work of schools, and to improve or change their role, then above all we have to understand what occurs in classrooms.

Hammersley (1986, p.ix)

Prior to Lesotho's political independence from the colonial rule, the Department of Education of the then Basutoland Government used to produce annual reports on Education. These reports highlighted major events and issues in the education system during the given year, such as developments in syllabus and curriculum changes. Also included in the reports were relevant statistics, mainly intended to justify expenditure. Virtually nothing was said about the actual teaching processes in schools. The major measuring stick regarding this was, as is still the case now, the performance in the external national examinations. It was assumed that if a school performed well in these examinations, then it ought to have followed appropriate teaching approaches, and vice versa. In the primary education there was even a special annual revolving trophy, the **Thakhisi Cup**, which was awarded to the school with the best results in the Primary School Leaving Examinations (PSLE). The winning of the trophy signified an acknowledgement of the school's excellent performance. However, apart from Education Officers' (School Inspectors') reports, which were often subjective and irregular, there was no empirical evidence on what constituted "good" teaching leading to good examinations results.

After independence the system of annual reports on Education continued for a while and then reporting became more erratic as the officers trained under the colonial government were being replaced by younger ones. At some point reports were replaced by bulletins, published also by the Ministry of Education. In 1986 the system of annual reports was resuscitated, after a lull of eleven years. The

1986 report contains, among other things, description of the activities of various divisions, departments and programmes within the Ministry of Education, including their achievements and constraints encountered. There are also statistical materials (Kingdom of Lesotho, 1986). No information on actual classroom activities is provided.

The current main method of collecting information from primary schools is through annual statistical returns whereby headteachers complete standard forms eliciting statistics relating to the schools themselves, their classrooms, classes, pupils, teachers, and physical facilities. The information is then compiled by the Ministry of Education and produced into an annual publication, *Education Statistics*, by the Government's Bureau of Statistics.

School inspection by Education Officers does not involve much of the observation of classroom activities, except may be watching a few lessons in a given school. Other aspects usually inspected include teaching equipment and textbooks, physical facilities and surroundings, administrative issues, staffing, time tables and books of schemes and records. The inspection reports do not offer an insight into what goes on within classroom walls. For one thing, the inspection visits, conducted by Education Officers who are often already overloaded with other activities of the Ministry, are usually too brief and too irregular to be of much use in this regard.

Potential teachers acquire their theory on teaching from teacher training institutions. In Lesotho the majority of primary school teachers receive formal training at the National Teacher Training College (NTTC), while a few are trained at the National University of Lesotho (NUL). NTTC was established in 1975 as an amalgam of the previously church-owned colleges. Training at the College takes three years. Until recently the whole of the second year was an internship year during which students were posted in various schools throughout the country, doing teaching practice under the supervision of the College's field staff (Intern Supervisors) assisted by the schools' qualified teachers. The system has been slightly modified through, among other things, reduction in the length of the teaching practice period. In the recent past a lot of criticism has been levelled against the College's programmes and products. However, a number of improvements have been introduced since 1986.

At the NTTC each subject is taught by a specialist. It is generally known that each subject has its own idiosyncrasies when it comes to teaching strategies (Delamont, 1976). Some of the strategies can be used in several subject areas successfully, depending on the teacher. Since in most cases a primary school teacher in Lesotho teaches all subjects to a class, she has a golden opportunity to select the best strategies from the repertoire she acquired from her training and use them in any subject combinations of her choice. The question is whether such a choice is made deliberately or accidentally.

Traditionally, women are minors in Lesotho. Their authority is subject to that of men. Meanwhile, most primary school teachers are women. It is of interest to establish whether female teachers use

less authoritarian approach than their male counterparts, since the man is a symbol of authority in society.

At another level, a question may be asked whether classroom strategies in urban areas, where tradition and parental authority are relatively minimal, are different from those obtaining in rural and mountain areas where traditional values are relatively still being respected. There is subjective evidence that in urban schools run by female headteachers there is more emphasis on order and learning activity than is the case with other schools.

The availability and type of material used in the classroom may influence the teaching/learning approaches followed. In Lesotho primary schools there are both teachers' manuals and pupils' books for some subjects, while in others only textbooks are available. There is evidence that these teachers' manuals advocate different styles, depending on the particular subject area. There is need for co-ordination among subject curriculum developers since their collective work affect classroom activities as a whole. It is even possible for officials concerned to assume that teachers' guides are followed in practice and then proceed to base national examinations or policy directions on that untested assumption. The best way to determine whether or not teachers do actually follow the guides is to observe them in action.

On a day-to-day basis, the primary school classes are supervised by the class teacher with the assistance (where necessary and possible) of the headteacher. There are relatively few schools which follow the subject teacher system. There are no teacher aides or such other school personnel as language specialists or counsellors. In the majority of cases, therefore, the class teacher is responsible not only for the teaching of all the subjects for a particular class, but also for the total care of the pupils in that class, including care for their emotional and other personal needs, all of which have a bearing on their school performance. The bottom line is that, even though this may not be written into the syllabuses, the school depends on the teacher not only as a transmitter of knowledge but also as an administrator and counsellor at both the classroom and school levels. It is important, therefore, to determine the extent to which the teachers treat the subjects in a way that reflects some aspects of this broad and general guidance responsibility. And in fact are primary school teachers actually aware of this implicit responsibility they are charged with?

The Education Sector Survey Task Force Report (Kingdom of Lesotho, 1982) is very critical of what is happening in Lesotho primary schools, particularly the curriculum, its scope and relevance. In agreeing with Hawes (1977), the Report emphasizes the importance of environment, in particular the development of skills within the context of that environment. It is of interest to investigate the extent to which primary school teachers make use of the environment in their instructional activities, as well as the extent to which they concentrate on developing skills rather than hurrying children through materials. As indicated earlier, the teaching and learning approaches followed by teachers and pupils, respectively, at any given time may be determined by the nature of the subject matter.

There is therefore a need to find out how teachers handle the five subjects taught at the primary school level, that is, Sesotho, English, Mathematics, Science and Social Studies. Strategies that facilitate and encourage skill development, particularly problem-solving skills, that can be applied across subject areas would be of particular interest at this level (Thelejane, 1974).

Delamont (1976) has grouped classroom research into two categories, one based on interaction analysis and the other styled "anthropological observation". The former is a version of Flander's interaction analysis and is quantitative in approach, while the latter is qualitative. In discussing the future of classroom research, Delamont advocates a medium course, involving both quantitative and qualitative approaches. It is necessary to keep in mind that, though interactions between the teacher and pupils are important, the environmental setting in which these interactions take place, as well as the intentions of the teachers, learners and the curriculum, are equally important. As in biological research, the atypical or unintended outcomes, often retrieved through qualitative means, should also be considered.

If one is to be realistic about classroom research, the notion that the teacher and children are the only important elements should, as indicated above, be avoided. All other elements, including the physical location of the school, should also be examined. Information on the environment in which the class exists, the class itself, as well as the profiles of teachers and children, are critical in arriving at a balanced judgement (Delamont, 1976).

Most people would ask, why classroom research at all? Such a reaction would be typical. As Jackson (1968) succinctly points out:

The school attendance of children is such a common experience in our society that those of us who watch them go hardly pause to consider what happens to them when they get there.... Parents are interested, in other words, in the spice of school life rather than in its substance.... Teachers, like parents, seldom ponder the significance of classroom. And the student himself is no less sensitive (p.3).

Education policies are formulated, syllabuses are revised, new books and teaching materials are prescribed and distributed, latest teaching styles are introduced in teacher training institutions, yet the man in the forefront may not be aware of the processes taking place within the classroom. It is necessary therefore, that prior to implementation of policies research be carried out inside the classroom where real teaching occurs. Indeed, as Simon and Galton (1980) rightly point out, "if a transformation in the nature and procedures of primary education was taking place it seemed important that these changes should be monitored" (p.8).

School, unlike other settings in life, is "basically evaluative" (Jackson, 1968, p.10). According to Cummings (1985), we often come across questions like : why do children fail in large numbers?; "why do some children succeed and others fail"? (p.216). At broader policy

level, questions such as "How can we best equip the society with an appropriately trained workforce"? (Cummings, 216) are addressed. In 1987 the Ministry of Education held a Seminar on Clarification of Lesotho's Education Policies and Priorities. A follow-up seminar, that included also representatives of other Ministries and the general public, was held in 1988. Whatever recommendations emanated from these seminars, the question still remains whether policy makers, educators and parents know what is happening during the days, months and years when a Mosotho child is in school and in the classroom.

One may further ask why emphasis is placed on observational techniques in conducting classroom research. As indicated before, information collected about the schools in Lesotho does not reveal classroom activities. The use of questionnaires or interviews alone may not be enough since when answering questions teachers sometimes often refer to what they were taught in the training institutions rather than to what they do in practice. Simon and Galton (1980) in discussing the importance of observational research point out that: "the great virtue of observational research is that, through carefully monitoring the exchanges taking place between pupils and teachers, it allows the classroom situation to be described in terms of reality rather than rhetoric (p.9).

Although observational techniques are said to be appropriate in classroom research, most practising teachers initially do not appreciate the idea of being watched while teaching. In this study one of the teachers, who was also a headteacher, disliked being observed so much that she either communicated non-verbally or whispered, and this made tape-recording of her lessons difficult. With time, however, teachers do tend to relax as they gradually get used to the idea of being observed or having their lessons taped. Researchers too consider classroom research very complicated due to the complex nature of classroom activities. This type of research usually yields a mass of data about teacher and pupil activities and behaviours, and in most cases it has to be analyzed descriptively.

1.3 Statement of the Problem

The above scenario indicates that current classroom practices in Lesotho primary schools have neither been studied nor reported in any systematic manner. It further outlines the dangers inherent in this kind of a situation. Those charged with the responsibility of overseeing the education of the nation's children must be familiar with what goes on inside classrooms. It was exactly these concerns which inspired the Institute of Education at the National University of Lesotho to conduct the research project whose results are reported here. It is worth noting, however, that in 1985 an exploratory study was undertaken in some secondary schools in the country by a team that came to be known as the Lesotho Action Research Group (LARG). That study focused on the improvement of the classroom teaching/learning environment in the context of Development Studies as a subject. In other words, the emphasis was on action research, whereby researchers observe lessons and then, together with the teachers, determine how the teaching approaches may be improved (Makhetha et al., 1985; Stuart, 1987).

The study reported here was designed to provide baseline data on classroom teaching/learning strategies at the primary school level. It addressed itself to the following specific questions:

- a) To what extent are primary school teachers knowledgeable about various classroom teaching/learning strategies?
- b) What teaching strategies are used by teachers in various subjects?
- c) Which strategies are popular and why? Conversely, which ones are unpopular and why?
- d) To what extent do teachers apply the strategies they learn during their formal training?
- e) To what extent are the strategies influenced by the individual philosophies of the teachers concerned?
- f) Are the teaching strategies influenced by the subject taught?
- g) To what extent are the teaching strategies influenced by the materials used?
- h) Are there some strategies that are characteristic of the immediate environment?
- i) Are the strategies of male teachers different from those of female teachers?
- j) What is the teacher's rationale for teaching a given subject?
- k) What are the learning strategies of children?

The major rationale for the study was that activities such as teacher training, curriculum development and policy formulation on teaching and related issues need to take into account realities of life in school classrooms. Up to now there is dearth of knowledge about these realities.

It should be noted that the purpose of the study was not to judge the quality or appropriateness of the teaching and learning strategies, but rather to record and analyze these strategies.

1.4 Significance of the Study

The Education Sector Survey Task Force Report (Kingdom of Lesotho, 1982) enumerates a number of shortcomings in the Lesotho education system. One of the many causal factors for these shortcomings is the deficiencies in classroom processes. Classroom research is therefore necessary in order to provide adequate information to substantiate or verify the validity of these concerns. This study was designed to provide baseline information which could be useful in future classroom research studies, particularly studies meant to help teachers improve their lot.

Scientifically derived information on classroom activities may also be useful as part of the basic information needed in teacher training. Such up-to-date information on actual classroom processes may also be used by curriculum developers to assess the extent to, and the manner in which, curricula are actually being translated into learning experiences. In other words, teacher training and curriculum development strategies and related policies are likely to be realistic if they are based on knowledge of classroom practices. This, in turn, may have a bearing on the formulation of policies on other aspects of primary education. Finally, one of the important potential contributions of this study may be the provision of information needed for the development of a locally-relevant instrument that can be used regularly in assessing and reporting on the primary school classroom climates in Lesotho.

1.5 Objectives of the Study

The objectives of the project were as follows:

- a) To obtain information on the classroom teaching/learning strategies used in primary schools.
- b) To obtain information on the total environment around which these classroom strategies take place.
- c) To obtain information on how the intentions of the education system are achieved at the classroom level.
- d) To set a stage for designing a mechanism for reporting on a regular basis the state of classroom activities to parents, teachers, curriculum developers and policy makers.
- e) To lay a basis for assessing the quality and effectiveness of classroom teaching/learning strategies.
- f) To collect baseline information necessary for future plans on action research in the classroom, in in-service education and curriculum development.
- g) To provide experience and training for some of the locals doing research in classroom interaction.

2 LITERATURE REVIEW

Direct observation of classroom events as a form of educational research is a relatively new phenomenon. In Lesotho this study is the first of its kind. Stuart (1987) undertook a classroom study on the methods of teaching and learning Development Studies in Lesotho secondary schools. Her investigation was primarily concerned with implementing the process of action research.

As a result of the increasing attention being paid to classroom research, therefore, the amount of literature on it is increasing rather rapidly. There is literature available on a number of aspects of classroom research, including the types of classroom research, the complex nature of the classroom situation and the problems of analyzing the data collected. Then there is literature on classroom action research.

2.1 The School and the Classroom in Context

Jackson (1968) has described school as

... a place where tests are failed and passed, where amusing things happen, where new insights are stumbled upon, and skills acquired. But it is also a place in which people sit, and listen, and wait and raise their hands, and pass out paper, and stand in line, and sharpen pencils (p.4).

It is in an institutional setting that we find a classroom. The institution has, according to Delamont (1976), structure and policies which find their way into the classroom. The classroom itself is situated in time and space. It should therefore be seen against the background of the educational system operating at both school, local, and national levels.

2.2 A Case for Classroom Research

Strong reasons in support of classroom research have been advanced by many authors. Delamont and Hamilton (1976) are of the opinion that people outside education must be finding it paradoxical that "such a central area of educational life has previously been a peripheral area for research" (p.4). They observe further that "the classroom has been a 'black box' for researchers, providing merely a vehicle for 'input-output' research designs or a captive audience for psychometric testing programmes" (p.4). Yet another paradox they observe is that "even research on teaching has been carried on outside the classroom setting where the teaching occurs!" (p.4).

According to Stubbs (1976), "direct observation of teachers and pupils can reveal what no indirect questionnaire or 'testing' methods can" (p.22). A strong case for classroom research is presented by Furlong (1976). Simon and Galton (1980), in reference to the well known study, the Observational Research and Classroom Learning Evaluation (ORACLE), feel that systematic observation of both the teacher and the pupil would provide a "description of current classroom practice" against which the teachers (who are being

criticized for moving away from traditional values) "could evaluate aspects of their own teaching" (p.7). They maintain that observational research makes it possible for classroom situation to be described in a realistic manner. They advocate what they refer to as the "glass box" model of classroom research in which what goes on inside the classroom is open to view, as opposed to the "black box" model where the actual day-to-day happenings inside the classroom are hidden away. The behaviours observed in the classroom can thus be used to describe the different teaching styles in the former model.

2.3 Complexity of the Classroom

Many would agree that classroom life is very complex. No wonder so many researchers avoid it, thus making educational research, according to the preface by Stubbs and Delamont (1976), "analogous to the old story of the drunk who lost his doorkey somewhere along a particularly dark stretch of the street but insisted on looking for it under the lamp - because the light was better there" (no page number).

Teaching is itself a complex activity. According to Simon and Galton (1980), relying on teachers' self-reports does not give a true picture of this complex nature of classroom life perhaps because it is very rare for teachers to have "the opportunity to see others teach or are themselves seen teaching by their fellow teachers" (p.13). This being the case, the tendency for teachers when asked to rate their own performance in comparison to other teachers is "to fall back on what they were told while training about the theory and practice of child-centred education, or to base their opinion on what they read or hear in the media about the alleged 'goings on' in progressive classrooms" (p.13).

Jackson (1968), also commenting on teacher's work, states:

The complexity of the teacher's work extends beyond the fact that he is concerned with a complex organism, working toward complex goals, in a complex setting. He also, in most instances, is working with a group of students. The social character of the classroom adds another dimension to the teacher's work and further accounts for his limited reliance on learning theory when seeking pedagogical advice (p.161).

Classroom behaviour in general, therefore, needs to be observed directly in order to reveal its complexity.

2.4 Types of Classroom Research and Problems of Analyzing Classroom Data

Two approaches to classroom research have been identified, namely the systematic observation (or interaction analysis) and unstructured observation (or anecdotal records). These two approaches are associated with two methods of analyzing data. Systematic observation is associated with psycho-statistical methods while unstructured observation is associated with qualitative methods. There has been considerable controversy about the merits and demerits of the two approaches. The systematic approach has, for example, been

extensively critiqued by Delamont and Hamilton (1986), Hammersley (1986), McIntyre and Macleod (1986), and Walker and Adelman (1986). About unstructured observation, Yolye (1977) has this to say: "Anecdotal records are more difficult to use than systematic observation, but they are more flexible and often more useful for identifying difficulties that emerge in the execution of a program and for identifying unintended outcomes" (p.205).

Stubbs (1976) adopts a compromising position by arguing that "interaction analysis should be supplemented - not necessarily always replaced - by a range of 'anthropological' techniques such as participant observation, taking field-notes, recording and in-depth interviewing" (p.3). The author further argues that "no single technique or theory can capture the complexity of classroom life", rather "the nature of the research problem should determine the choice of the method ... a wide range of methods requires to be explored" (p.3).

There is also a debate about the suitable methods of collecting, analyzing and interpreting classroom data. Different researchers have come up with various suggestions. They are not "united in their methodological adherences. Rather, they share a belief that the phenomena of classroom life are not directly reducible to the canons of psychological (or any other) theory" (Hamilton & McAleese, 1978, p.8). Some researchers have suggested a typology of teaching styles (Bennett, 1975, 1976). Classroom research is likened with a "nineteenth century archaeology - a rich array of informative bits and pieces but relatively few shared or integrated interpretations" (Hamilton & McAleese, 1978, p.11).

According to Brown and Armstrong (1978), data collected by means of tapes yields large quantities of information which is however difficult and time-consuming to analyze. They observe that "every method of classroom inquiry has its own epistemology", and that "it is easy to criticize the assumptions of another researcher's system. It is less easy to see the assumptions in one's own system" (p.37). Most important of all is the conclusion they have drawn:

Assumptions and difficulties, uses and limitations are convenient labels for the problems which beset all classroom researchers in data collection, analysis and interpretation. Classroom researchers are not only pushing forward the frontiers of knowledge of classroom life, they are also, perhaps unknowingly, searching for new paradigms of educational inquiry. Herein lies the fascination and challenge of the study of classroom life (p.43).

2.5 Beyond Mere Observation

The move to go beyond observing, recording, analyzing and interpreting teachers' and pupils' behaviour in classrooms without the researcher being part of the situation was started by Stenhouse (1975), who was a great protagonist of the movement to involve teachers in curriculum development. Stenhouse has argued that "it is not enough that teacher's work should be studied: they need to study

it themselves" (p.143). This concept has further been elucidated by Hopkins (1985) who calls it "teacher research", that is, a "form of research in which teachers do research in their own classrooms for the purpose of improving practice" (p.25). Hopkins succinctly explains the rationale behind this approach:

The major consequence being that teachers take more control of their professional lives. Not content to be told what to do or being uncertain about what it is one is doing, teachers who engage in their own research are developing their professional judgment and are moving towards emancipation and autonomy (p.25).

Many authors have criticized the so-called "traditional research" in which the researcher "tries to stand outside the situation and observe it" (Stuart, 1988, p.70). Teachers are said to be weary of such research, and its findings are usually difficult to apply (Hopkins, 1985, p.26). McAleese (1978) has put it this way:

One of our perennial problems as researchers and practitioners is the gap between research and practice. Researchers research and publish, practitioners seldom read research, often reject it and usually claim it is inappropriate, written in jargon or not answering their concerns (p.44).

The above is in agreement with the sentiments expressed by Hustler, Cassidy and Cuff (1986) that everybody regards this traditional research as "lacking in relevance and practicability" (p.7). The authors regard the most important thing as improvement of the learning experiences of the children in the classrooms. The type of research which is useful to teachers, according to them, is action research.

The characteristics of action research have been described by a number of authors. Stuart (1988) describes it as both cyclic and flexible. To support this, Cummings and Hustler (1986) state that "as the research develops, so do ideas develop which can lead to action of some sort, which leads to more information and analysis and more ideas and so forth" (p.39). In action research the researcher is part of the research. It is participatory and collaborative and employs a variety of methods (Stuart, 1988). Furthermore, action research does not require sophisticated methods. It can also be done quickly without taking too much of the teacher's time (Bassey, 1986).

The main purpose of action research is to improve the practice of teaching. Its goal is not the production of 'scholarly' reports intended for publication in journals, but rather to illuminate and attempt to solve an immediate problem (Bassey, 1986).

3 METHODS OF DATA COLLECTION

The implementation of this project constituted an elaborate exercise. Its major activities are described in this chapter.

3.1 Selection of Sample Schools

Ten(10) primary schools were selected in February, 1986 for the study. This sample size was deemed adequate in terms of the nature of the study. The important consideration was that the selected schools should be representative of the rest of the primary schools so that the results could be generalisable to the whole country. The sample schools had to possess characteristics which were as similar as possible to the rest of the schools in Lesotho. The selection of schools was based on three factors which were considered to be of importance in Lesotho, namely the schools' ecological location (mountain and lowland areas), whether they were rural or urban, and whether they were run by male or female headteachers. Accessibility of schools to the Field Assistants was one secondary consideration, that is, it had to be relatively easy for the Field Assistants to reach the schools.

There are seven grades or standards, that is, standard 1 to 7, in the Lesotho primary education cycle. All the seven standards in the sample schools were included in the study. Since most primary schools use the class-teacher system the normal number of teachers per school is seven. However, the total number used in the study was 106 rather than 70 because three of the ten sample schools practised subject teaching. In other words, schools which follow subject teaching usually have a larger number of teachers than others. Of the 106 teachers observed 16 were NTTTC interns while 4 were undergoing part-time in-service training. Contrary to the expectations and understanding of both the Ministry of Education and NTTTC, some schools do assign interns as class teachers due to shortage of qualified teachers (Sebatane et al., 1987). In addition, it is common for primary schools in Lesotho to have streams or groups in various standards, particularly lower standards. Where this situation obtained, the Field Assistant concerned selected one group randomly for observation.

In each school, lessons were observed on English, Sesotho (the vernacular), Mathematics, Science and Social Studies. However, since Social Studies is not offered in standards 1 and 2, it was decided to observe Scripture instead in these classes. Some schools teach Scripture while others teach Writing to the two classes, prior to the introduction of Social Studies in standard 3.

Table 1 shows the names of the sample schools and the criteria upon which they were selected. Of the ten schools seven were in the lowland areas as against three from the mountain areas. These sub-samples made sense in that they were proportional to the population sizes in the two geographical areas concerned. Next, four schools were from the urban areas while six were from rural areas. Finally, four schools were headed by female teachers as against six that had male headteachers.

Table 1 : Sample Schools by Ecological Zone, Urban-Rural Dimension, and by Gender of Headteacher

Location	Ecological Zone			
	Lowlands		Lowlands	
	Gender of Head Teacher		Gender of Head Teacher	
	Female	Male	Female	Male
Urban	Tsoelang Pele St. Paul Mafeteng	St. James	-	-
Rural	-	Boribeng Good Shepherd St. Louis	Koali	Thaba-Tseka LEC Phellong

3.2 Identification of the Project Staff

3.2.1 Field Assistants

Ten(10) Field Assistants were appointed from among the NTTC field staff (Intern Supervisors) to collect data from the schools and take part in the preliminary processing of data. This means that each Field Assistant was assigned one school. Under the Internship Programme of NTTC, each member of the field staff is in charge of what is known as intern "site", that is, an area covering a group of schools. When this study took off in 1986 there were thirty-two intern sites throughout the country. At that time the number of schools participating in the NTTC Internship Programme ranged from 4 to 15 per site, although not all of them had interns. In the majority of cases the identified Field Assistants had to be those whose sites incorporated the sample schools. It should be noted that the final selection of the sample schools was done in consultation with the Intern Supervisors. Their knowledge of the schools in their respective sites was useful in the selection exercise. The choice of NTTC field staff was considered appropriate since their job requires them to be permanently stationed in the field, visiting and observing interns on a regular basis. In most cases, therefore, both the teachers and the pupils in the sample schools were already personally familiar with the Field Assistants. There were two other important reasons for using NTTC staff members as Field Assistants, namely to strengthen professional ties between the Institute of Education and NTTC and to provide a forum for in-service training for the staff concerned.

3.2.2 Field Supervisor

The plan was to employ a Field Supervisor full-time to both supervise the Field Assistants and take part in the collection and processing of data. However, it was not possible to engage one until May, 1987, due to the administration red tape at the University. Since by that time the fieldwork had been completed, her major task was to assist in the processing and analysis of data. She had been one of the Field Assistants.

3.3 Construction of Data-Collection Instruments

During the month of February, 1986 one staff member of the Institute of Education visited some institutions in five African countries, namely Kenya, Ethiopia, Tanzania, Zambia and Zimbabwe. The main purpose of the visits was to consult with colleagues involved in classroom-based research. She brought with her a number of instruments which became useful later when schedules for the study were being drafted.

Using the various instruments brought from the visits to the African states mentioned above, the Principal Investigators put together the working drafts for consideration by the participants at a workshop whose specific purpose was to develop the instruments to be used in the study. This workshop, known as the Preliminary Workshop, was held on 21-26 March, 1986, and had the following objectives:

- a) To decide on techniques which might be used to identify classroom teaching/learning strategies.
- b) To identify various instruments to be used for collecting the necessary information.
- c) To identify roles to be played by various parties involved in the project.
- d) To develop methods for reporting the research findings.
- e) To develop a comprehensive workplan for the project.

There were 30 participants in the Preliminary Workshop. They included teachers and headteachers of the "matching" schools, that is, those schools which were selected in such a way that their characteristics matched as closely as possible those of the sample schools. The names of the invited matching schools are shown in Table 2.

Table 2: Schools from which Resource Teachers were Drawn

Location	Ecological Zone			
	Lowlands		Mountains	
	Gender of Head Teacher		Gender of Head Teacher	
	Female	Male	Female	
Urban	Mount Royal Moyeni Roma			
Rural	Linotsing St. Theresa	Maphutseng Mekaling	St. Peters	Chooko Tsoelike

St. Theresa and St. Peters primary schools were unable to participate in the Preliminary Workshop. The headteachers of five of

the matching schools were invited to the workshop because of their abilities and relevant experiences. Meanwhile, teachers from the sample schools were excluded because it was felt that this would bias the study. Through their involvement in the workshop they would become too knowledgeable in the details of what the study wanted and, therefore, tend not to be "natural" in their instructional activities during lesson observations. The other participants came from the NTTC (including those who were already identified as Field Assistants), the National Curriculum Development Centre (NCDC), the Lesotho Action Research Group, and, of course, the Institute of Education.

After the instruments were drafted at the workshop they were pre-tested by the participants in two schools around Maseru (Ts'osane LEC and Maseru Methodist primary schools). The rest of the workshop was spent suggesting changes in the content and structure of the instruments in the light of the experiences gained during the pre-test. The end result of all this exercise was the production of five draft instruments (or schedules) which the Principal Investigators then went to finalise.

3.4 Nature of Data-Collection Instruments (Schedules) Constructed

Below is a summary description of the final schedules used in the study.

Schedule 1

This was an observation schedule used by the Field Assistants in their observations and recording of various lessons.

Schedule 2

Schedule 2 was a structured interview administered to teachers by the Field Assistants. It elicited additional information on instructional activities and approaches. The schedule had 46 questions and their sub-sections.

Schedule 3

This was a structured questionnaire completed by the Field Assistants. It focused on information about classroom settings, including such items as buildings, other physical facilities in the classrooms, and sitting arrangements for pupils. There were 16 questions and their sub-sections under schedule 3.

Schedule 4

Schedule 4 was a structured interview on biographical information on teachers, such as educational qualifications and teaching experience. It had 8 questions and their sub-sections.

Schedule 5

This was a structured interview on biographical information on the schools. It sought information on such items as history of the

schools, physical facilities, enrolments, management and administration, school-community relations, and school-government relations. In all 55 questions and their sub-sections constituted this schedule.

Copies of the schedules appear in a separate document, "The Book of Schedules." The use of multiple schedules was not only a reflection of the scope of the study but also an acknowledgement of the fact that each of the major techniques, that is, observation, interview, and questionnaire, has its good points and drawbacks, the discussion of which is beyond the scope of this document. However, some explanation is called for regarding the use of the observation technique as a key data-collection instrument in this study.

One concern related to the use of observation schedule could be that the study might have failed to capture the true picture of the classroom situation if the teachers were not behaving "normal" or "natural". The artificiality could be created by such factors as anxiety due to the presence of a stranger in the classroom or the desire to make impressions. The research team had been aware of this possibility. In fact, it is one of the inherent drawbacks of the observational technique. The following measures had been taken in order to control for the possible biases:

- a) Employing Field Assistants who were in the majority of cases people already well known to both the teachers and pupils.
- b) The Field Assistants had been instructed to sit in a few lessons at the beginning of the data-collection period in order to further enhance familiarity between themselves and the pupils and teachers.
- c) Observing lessons on each subject in each class five times.
- d) Having the observation phase extended over a period of time, that is, a minimum of six months.

The assumption underlying point (c) and (d) above was that, as the number of observations increased or the period of observation phase lengthened, both the teachers and the pupils progressively relaxed and reverted to their normal way of doing things. This assumption was proved correct by the observed teachers themselves and the Field Assistants during two seminars that were held to disseminate the preliminary findings of the study.

Tape recorders were also used in some lessons in order to supplement the observation instrument. These turned out to be useful, particularly in those cases where too many lesson activities were going on simultaneously, making it difficult for the Field Assistants to capture everything.

3.5 Training of Field Assistants

A special workshop was held on 6-11 April, 1986 to train Field Assistants in the use of the data-collection instruments. Of particular importance was to ensure uniformity in the approach to

asking questions and recording answers, as well as in viewing and describing classroom events and activities. Role play was the main training approach adopted, with some people acting as observers and others as pupils and teachers.

Copies of the draft observation schedules pre-tested during the Preliminary Workshop also served as useful training materials as each observer tried, using the observation schedule only, to reconstruct a lesson which was observed by somebody else. In this way the trainees became sensitive to making their records comprehensible and comprehensive. Strategies for administering the various instruments were agreed upon during the workshop. The following issues were also discussed:

- i) Use of tape recorders. Each Field Assistant would be supplied with a tape recorder and 40 tapes. The recording would supplement the observation instrument. However, not all the observed lessons would be recorded.
- ii) Use of stop watches. These were to be made available to the Field Assistants to help them with the timing of activities during lessons.
- iii) Scheduling of observations. The number of school days available was estimated, and on the basis of this estimate, the following scheme was proposed as a guide to each Field Assistant in monitoring his/her own progress towards covering the 175 observations.

Month	No. of School days	Minimum No. of Observations
April	3	6
May	20	40
June	-	-
July	-	-
Aug.	21	42
Sept.	22	44
Oct.	5	10
Nov.	20	33
Total	91	175

- iv) Introduction to the school. The Field Assistants were given hints on how to make initial contacts with the classes to be observed. A few dummy observations were suggested as a way of getting to know the class and the class getting to know the Field Assistants.

3.6 Visits to Some Schools to Introduce Field Assistants

In response to the need of some Field Assistants, one of the Principal Investigators visited three of the sample schools (Tsoelang-Pele, Koali and Thaba-Tseka LEC) to formally introduce the Field Assistants who would work in those schools. The streams to be observed were also selected during these visits. The following points were emphasized during these meetings with the schools:

- a) Cooperation between the Field Assistants and staff of the school; the Field Assistant was to behave, and be treated, like one of the staff.
- b) The Field Assistant was not there to criticize lessons, or to reinforce and improve the strategies; teachers should go about their business normally without taking undue heed of the Field Assistant.

3.7 Pre-Observation Visits

During the months of February and March, 1986 the two Principal Investigators visited the selected schools to request permission from their heads to conduct the study in their schools. All the schools agreed to participate in the project. The teachers were assured that the observations would not interfere with their normal work and that the results of the study would not be used against them. The Field Assistant would merely sit in the class watching, listening and taking notes. Sometimes he/she would bring in a tape recorder. The information collected during these pre-observation visits included the names of the headteachers, the school enrolments, number of streams in each standard and the number of teachers.

3.8 Actual Data Collection Phase

The data-collection phase began in May, 1986 after the schedules had been printed and distributed to the Field Assistants in their respective sites. Most of the Field Assistants had completed their work by the end of 1986. Prior to the actual collection of information the Field Assistants were expected to visit and watch a few lessons in various classes without recording or taping anything. This was to further enable both the teachers and pupils to get used to the presence of the Field Assistants and their equipment.

Five observations per class per subject were conducted. Since there were seven classes and five subjects, the total number of observations per school came to 175, or 1750 for all the ten schools. The other schedules were administered at various points in time during the course of the observation period.

The Field Assistants were provided with forms on which to keep a record of lessons observed. They were also required to keep field notes, that is, to record any general observations, information and experiences which were not provided for in the schedules. These notes have been incorporated into various sections of this document.

3.9 Video-Taping of a Sample of Lessons

It was decided to video tape a few lessons in some schools. This was done in October, 1986 with the assistance of the Instructional Materials Resources Centre (IMRC) of the Ministry of Education. The video is designed to be used during the dissemination of the results of the study. The schools, classes and subjects involved were:

Boribeng: Std. 1 Mathematics
 Std. 5 English

St. Louis: Std. 3 Science
 Std. 4 Social Studies

St. James: Std. 2 English
 Std. 6 Sesotho

The video shows the following features, among others:

- a) Classroom activities, including sitting arrangement for pupils.
- b) Teaching materials and equipment.
- c) School buildings and furniture.
- d) School environment, including the general setting, surroundings, play grounds, toilets (where they existed), gardens, and water facilities.
- e) Other pupils' activities, including feeding, playing and singing.

4 DATA PROCESSING AND ANALYSIS

The processing and analysis of the data went through roughly three phases. The first phase was an exploratory one in which the collected data was reviewed in a Debriefing Workshop. Secondly, the information was preliminarily coded with the assistance of a selected group of Field Assistants. Thirdly, the data was left in the hands of the Principal Researchers who went in search of methods of analysis.

4.1 Debriefing Workshop

The impression gained during the fieldwork had been that the Field Assistants had not only enjoyed their work but they had also gained useful experiences which they were eager to share. It was therefore decided to bring them together for a debriefing session soon after the completion of the fieldwork, that is, while the experiences were still fresh in their minds. The workshop would also serve to clear the ground for the impending data analysis in that preliminary notions on the methods of analysis to use were to be aired. Furthermore, the workshop was used as a first stage in the dissemination process. To this end, appropriate categories of people had been invited.

4.1.1 Objectives of the Workshop

The objectives of the Debriefing Workshop were as follows:

- a) To give the Field Assistants an opportunity to share their experiences among themselves and with the Principal Investigators.
- b) To give the Field Assistants an opportunity to report on the experiences and problems which could not be picked up by the schedules used in the study.
- c) To set a stage for the analysis of the collected data.
- d) To set a stage for the dissemination of the results of the study.

4.1.2 Participants

The following categories of people had been invited to the workshop:

- a) Education Officers (School Inspectors)
- b) Members of the Lesotho Action Research Group (LARG)
- c) Resource teachers from the "matching schools". These teachers had been present at the Preliminary Workshop at which the instruments of the study were constructed.
- d) Curriculum developers and teacher trainers.

4.1.3 Outcomes of the Workshop

- a) Each Field Assistant made a verbal presentation of his/her experiences, which was followed by a discussion.
- b) The Field Assistants gave written reports of their experiences and impressions. The reports have been used in two ways:
 - i) They have been incorporated into the narratives on individual schools which are based on Schedule 5;
 - ii) Some episodes on the everyday life of a school have been extracted from the narratives and scattered through the report.
- c) It was at this workshop that ideas on the possible methods of analyzing data were discussed. The researchers came to a realisation that both qualitative and quantitative methods would have to be used and that it would probably not be feasible to analyze the data by any standard methods available.
- d) A decision was taken at the workshop to hold a follow-up training workshop on coding of data for selected Field Assistants.

4.2 Training of Field Assistants on Coding

Out of the nine Field Assistants (the tenth having been employed by the Project as a Field Supervisor), five were selected to be involved in the coding of the data. They were selected on the basis of their accessibility - for ease of supervision- and the diligence they had displayed during field work.

During the workshop the participants in the following activities:

4.2.1 Categorising of Information

The Field Assistants and their experience were helpful in deciding on categories of information and other elements to be assigned codes.

4.2.2 Finalising Codes

The Principal Investigators had already begun assigning codes to some of the items on the schedules. This exercise was continued at the workshop and completed by the Principal Investigators themselves afterwards.

4.2.3 Training the Field Assistants

Having decided on the codes, the Field Assistants were trained to code the schedules. They were then assigned work to take away to their respective stations.

Some lessons had been tape-recorded in order to complement what had been written on Schedule 1. The Field Assistants took the opportunity of being at the workshop to exchange views on how best to

transcribe the lessons onto Schedule 1. Their first task while at their duty stations would be to transcribe some lessons from the tapes before coding them.

4.3 In Search of Paradigms

Perhaps the most arduous activity in this research was searching for suitable methods of analyzing the data, especially the information collected inside the classroom and which forms the core of the study. There seemed to be no readily available paradigm into which the data could easily fit. Nor were there any standard procedures which could be followed in analyzing such data. Not only was the data massive but it had also been collected from a very complex situation. Since there had been no pre-determined codes such as those used in interaction analysis systems, like the Flanders Interaction Analysis Categories (FIAC), the researchers had to contrive the systems.

The data collected by means of the five schedules was conveniently classified into the following three areas.

4.3.1 The School as an Institution

Each of the ten schools was examined separately as a case study. Information on the school had been collected by means of Schedule 5. The questions on this Schedule were found to cover seven aspects of a school, namely (1) its history, (2) its setting, (3) the physical facilities, (4) management and administration, (5) curriculum, (6) school-community relations, and (7) school-government relations. The school was then discussed under these seven headings. In addition, some information on the schools taken from the narrative reports by the Field Assistants was incorporated into this discussion.

4.3.2 The Classroom Setting

Before going into the inside of a classroom, the elements around it were examined. These were the physical conditions such as desks, chalkboards, and so forth, and its human environment, namely the teachers and pupils. Information on these two aspects had been collected by means of Schedule 3 and Schedule 4, respectively. It was analyzed so as to show the general picture for all the classrooms visited. The questions were first categorized and the responses then tabulated.

4.3.3 Inside the Classroom

The main instruments by means of which classroom activities were captured was Schedule 1. Both teacher and pupil actions were recorded on this schedule. The task of finding the method of analysis involved organising for the reader the classroom activities which, if presented raw (especially on an audio-tape), seem to be a hullabaloo. Nor could the data be said to look any better on an observation schedule. The methods sought were to be both simple to carry out and easy for the reader to follow, and yet give fairly good images of the teacher and the pupils. Schedule 2 complemented Schedule 1 by asking the teachers to reply to questions on other issues on the instructional processes.

4.4 Handling of Schedules 1 and 2 Data

The overall strategy for handling Schedule 1 and Schedule 2 data was as outlined below.

4.4.1 Focus on the Teacher

A method of constructing a profile for a teacher in a subject was contrived. At least four observations were required to construct a teacher's profile in a particular subject. These subject-based profiles for a particular teacher were then combined to give a single profile for that teacher.

4.4.2 Focus on the Pupils

Employing very similar methods to those used for the teacher, the pupils' actions were analyzed so as to give a picture of their behaviour in the classroom. The exercise resulted in the construction of pupils' profiles.

4.4.3 Teacher-Pupil Interactions

In order to portray a dynamic picture of the classroom as captured by Schedule 1, some sample lessons which exemplify typical interactions between teachers and pupils were reproduced. Furthermore, pupil and teacher behaviour patterns which emerged from the profiles were isolated and briefly described.

4.4.4 Teaching/Learning Materials

A simple method of analyzing the collected information on instructional materials was also contrived.

4.4.5 Theory and Practice

The teacher's replies to questions on methods, approaches and practices obtained from her by means of Schedule 2 could be taken as revealing her intentions (or aspirations) to use certain methods and not others, while the information on Schedule 1 showed what actually happened in practice. Replies to the Schedule 2 questions were compared with what was observed under Schedule 1 in order to match theory with practice.

4.4.6 Other Instructional Issues

Other issues addressed in Schedule 2 which were observable in practice, namely, period length and homework were analyzed.

The above six aspects are the subjects of chapters 7 to 12 of this document.

5 THE LESOTHO PRIMARY SCHOOL

The study was carried out in 10 primary schools scattered in nine of the 10 districts of Lesotho. These schools could be regarded as being fairly typical of Lesotho schools: there were small schools, large schools, mountain schools, lowland schools, urban schools and rural schools. In this chapter each school has been described in terms of its history, setting, physical facilities, management and administration, curriculum, school-community relations and school-government relations. In addition, a summary has been made of the Field Assistants' impressions on some of the features which either attracted or interested them in the course of their work.

5.1 The Case of School 01

5.1.1 Historical Background

School 01 is an old typical town school. It was established in 1950 in one of the town villages. In 1954 new buildings were erected by the mountain side. The present headteacher arrived in the school in 1966. Under his leadership, the school has developed very fast and has become popular. Due to its popularity, it receives a variety of visitors and large numbers of children seeking admission every year. In an attempt to accommodate the overwhelming numbers of pupils, an extension of the school was established in 1960. In 1975 this extension became an independent school. In 1981, a high school was established and allocated a portion of the premises. The headteacher of the primary school is also the manager of this new high school.

5.1.2 School Setting

a) School Size:

Of the ten sample schools, this is the only one with a population of over two thousand (2,000). Specifically, the enrolment size is 2,219 and pupils to teacher ratio is 53.1:1. There are three to four classes in each standard. Table 3 illustrates the large number of children in all the classes.

Table 3: Environment in School 01

Standard	Stream				Total
	A	B	C	D	
1	99	105	100		404
2	113	105	98	103	419
3	114	114	112	-	340
4	73	73	68	74	288
5	73	69	71	70	283
6	84	83	86	-	253
7	57	57	54	64	232

b) Personnel:

There are 26 certified staff members. Due to understaffing problems the school also regularly employs private teachers and pays them, out of school funds, salaries equivalent to those of colleagues holding similar certificates. There is one such privately employed teacher.

c) Environment:

There are many primary and high schools within the area around this school. It is close to the main road to the south of the country. The farthest distance travelled on foot by pupils is approximately 3 kilometres. The majority of pupils, however, are brought to school by either hired taxis or family cars. Those who travel on foot walk along either gravel or tarred roads.

Children who have completed the primary course go to any high school of their choice. They are, however, given first preference in the high school on the same premises.

5.1.3 Physical Facilities

The staff room is temporarily used as a library. There are football and netball grounds. Both grounds are still in a usable state. Compared to the size of the school, the land allocated for gardening purposes is very small. The garden, however, is fenced and is used intensively for production of vegetables. The school has garden tools, although they may not be enough for every pupil. These are stored in a well protected storeroom with burglar proofs. Pupils exchange periods for garden activities. When some go for singing, others go for gardening.

There are four taps of running water installed. The water is used for both human consumption and for watering plants in the garden. The school uses bucket system toilets. The kitchen is small in relation to the school population. Fuel is bought by the school. Due to their large numbers, pupils queue for long periods waiting to be served food. However, a great number of them bring lunch boxes from home. The school has special buildings for staffroom and headteacher's office.

5.1.4 Management and Administration

a) The Management:

There is a school manager who is elected by the church. He resides in his own home about 5 kilometres from the school. Other than the headteacher and his deputy, assisted by the staff in the administration of the school, the church committee and the parents committee are also expected to participate in the running of the school. The Schools Secretariat is consulted on various administrative issues through the school manager. He does this either in writing or by telephone, depending on the urgency of the matter.

b) Administration:

Children who have graduated from a pre-school education can be admitted into standard 1 at the age of five years (The official primary school age in Lesotho is ages 6 through 12). Transfers from

other schools are discouraged due to lack of accommodation and shortage of staff.

The staff meetings, normally held every quarter, discuss issues such as quarterly reports, pupils' academic progress, feeding scheme, sports, equipment, visitors and entertainment.

The school has a record-keeping system. The records, which reflect among other things, names and addresses of pupils, are used for purposes of contacting parents and reporting to the Ministries of Education and Health.

Pupils are involved in a number of out-of-classroom activities. For example, they participate as class monitors, sports committee members, Red Cross Association leaders, and many others. The main criterion used for appointing pupils to such positions of responsibility is leadership qualities.

Although there are no written school rules and regulations, pupils are expected to communicate in English, be punctual, and obtain permission if they wish to go out of the school premises. All pupils wear a school uniform, which is purchased by parents from shops and local manufacturers.

c) Finances:

Pupils are expected to pay a sum of 30 Maloti a year to meet the school maintenance. They also pay extra money as book fee. The amount of book fee depends on the grade level. The majority of pupils pay their fees on time. Parents who fail to pay fees do not receive their children's progress reports. The school organises income-generating activities such as concerts, film shows and raffles, in order to raise funds for building.

d) Pupil Guidance:

The school engages in collecting information, that is, tracer studies, about their graduates, especially those who performed well. This information is used as an incentive to other pupils. The headmaster of a nearby high school has special interest in the standard 7 pupils. He visits the school to discuss admission issues with the headteacher.

5.1.5 Curriculum

Random selection is used for streaming pupils. All staff members are responsible for drawing class time tables which then have to be approved by the headteacher. The school practices both subject and class teaching at various levels. Standards 1 up to 3 use the class teacher system while standards 4 to 7 use the subject teacher system. However, in standard 4 each class teacher is expected to teach English, Sesotho and Mathematics in her own class. Pupils take part in sports activities such as netball, football and athletics. Their participation is highly satisfactory. They usually win competitions and have brought several trophies home. Teachers initiate, and assist in supervising, the sporting activities.

The school has a music committee which is responsible for organizing various types of singing. There are two choirs, known as junior and senior choirs, respectively. Most pupils like to participate in singing, although only selected ones take part in organized music competitions. The types of music involved are choral music ('Mino oa linoto) and folk music (Monyanyako).

There are formal activities such as Red Cross Association, Girl Guide/Boy Scout movements, and Scripture Union. These are initiated and supervised by some members of staff.

5.1.6 School-Community Relations

School 01 holds parent meetings annually. Meetings of this nature discuss issues such as school programmes, finance, buildings and furniture.

The Bible Study Association and the church youth use the classrooms for their activities. Pupils participate in the "keep the town clean" campaign. They remove litter from the streets and bring it to school from where it is collected by the campaigners. There is a parents' building committee concerned mainly with physical developments in the school.

5.1.7 School-Government Relations

Education Officers visit the school after every three to four years. Most of these visits are casual and often take place when there are other visitors from outside the country being taken on a conducted tour of the school. During their formal visits, the Education Officers examine school registers and scheme books.

5.2 The Case of School 02

5.2.1 Historical Background

School 02 is an urban church school which started with standard 1 to 4 in a church building. In 1966, after the community had assisted in erecting classrooms in the allocated land, the school moved to the present site and offered a full primary course. The school has been producing first class passes in the Primary School Leaving Examinations (PSLE) from the time it registered the first candidates for these examinations.

5.2.2 School Setting

a) School Size:

The school enrolment is 1,104 while the pupil to teacher ratio is 58.1:1. Each standard is split into either two or three groups. Table 4 illustrates the enrolments in each class and group.

Table 4: Enrolment in School 02

Standard	Stream			Total
	A	B	C	
1	73	65	74	212
2	49	54	61	164
3	90	85	-	175
4	62	60	58	180
5	65	64	-	129
6	77	72	-	149
7	46	49	-	95

b) Personnel:

The pupil population is managed by a staff of 19. Sixteen of these are certificated while 3 are NTTC Interns.

c) Environment:

The school is a town school very close to a tarred road. It is near a high school of the same religious denomination. Pupils who could be considered walking long distances are those who walk for 45 minutes from their homes to the school. Although there are several footpaths leading to the school, most pupils use the tarred road. The majority of pupils walk to school. There are, however, some pupils who are brought to school in private cars, especially on rainy and cold days.

A pre-school run by a member of the school committee has been allocated space within the school premises. Children who go through this pre-school are automatically enrolled in the school. Pupils graduating from the school usually enrol in various high schools in the country but the majority are admitted in the neighbouring church school.

5.2.3 Physical Facilities

The school, like most primary schools in the country, does not have library facilities. There are two netball grounds and no football ground. Boys use the community grounds for soccer. There is a well-fenced vegetable garden with lots of vegetables and fruit trees. The school has a tap of running water for human consumption. Water from the dam is used for watering the vegetables. The provision of garden tools is, however, inadequate, considering the number of pupils who use them. These tools are stored in the school office, due to the lack of suitable storage facilities.

There are 20 bucket system toilets, 10 for boys and 10 for girls. There is a small brick-wall kitchen which does not satisfy the needs of the school. The school purchases coal for cooking. Although wood can be obtained locally, it is not easily available. The staff

operates without a staffroom, but there is an office for the headteacher.

5.2.4 Management and Administration

a) The Management:

The school communicates with the Schools Secretariat through its management board. The communication often relates to administrative matters such as disbursement of funds, extension of buildings and sporting activities.

b) Administration:

In order for pupils to be admitted into standard 1 they must be at least 5 years old and are expected to produce age cards. Pupils seeking admission in other standards from other schools are expected to produce transfer cards.

A record-keeping system has been established. The records show class attendance, payment of fees, continuous assessment, marks, and pass lists.

The staff meets monthly to discuss administrative issues such as disciplinary problems and individual teacher class work. Pupils are highly involved in administrative matters. Some of them are elected to serve as class prefects, sports committee members and Girl Guide/Boy Scout leaders. School rules and regulations have been formulated and pupils are expected to obey them.

Pupils obtain school uniforms from local distributors. Boys wear khaki shorts and shirts while girls wear black tunics with either white blouses or khaki shirts.

c) Finances:

Annual fees are 50 lisente for home economics, 50 lisente for fuel, 1 Loti for desks, 2 Maloti for the Save the Children fund (SCF) food transport, and 2 Maloti for maintenance. Every child who enrolls pays a registration fee of 3 Maloti. Pupils also pay Book Supply Unit fee which is different for each standard. The majority of parents pay fees on time. A few who fail to meet the deadline are persuaded until they pay.

d) Pupil Guidance:

The standard 7 pupils are provided with information about subjects offered in the different post-primary institutions. Parents are then expected to assist their children with the choice of schools. Schools in the neighbourhood have good working relationships. They assist each other whenever necessary or possible.

5.2.5 Curriculum

Pupils are randomly assigned to streams in each standard. The staff is responsible for setting the master time table. Two systems of teaching are used. In the lower standards, class teaching is practised while in the upper standards subject teaching is followed. Individual members of the staff are expected to express their desire to undergo an in-service programme.

Pupils participate in netball and football. The netball team is famous for winning matches. The headteacher initiates these sporting activities and teachers jointly assist in training and supervising the activities.

Although each class has a choir, there are 3 main choirs. The school choirs usually win music competitions. Two teachers, assisted by other members of staff, are in charge of music activities.

5.2.6 School-Community Relations

Once in every 6 months, the school holds meetings with the parents to discuss the following issues: classroom buildings, reports, finances, and pupil academic performance.

5.2.7 School-Government Relations

Education Officers occasionally visit the school and, sometimes when invited, for special events.

5.3 The Case of School 03

5.3.1 Historical Background

The school was established in 1916 by a church minister and one teacher. One of its main problems is the lack of proper classrooms. The presence of Interns is a great help since teachers are usually in short supply. There is no clear line of demarcation between the school premises and the village.

5.3.2 School Setting

a) School Size:

The total enrolment for School 03 is 626, with the average pupil to teacher ratio of 89.4:1. Table 5 presents the breakdown of enrolment by standard.

Table 5: Enrolment in School 03

Standard	Stream		Total
	A	B	
1	82	64	146
2	88	72	160
3	66	86	152
4	39	41	80
5	24	-	24
6	37	-	37
7	27	-	27

b) Personnel:

There are 7 teachers in all, 3 of whom are NTTC Interns. The 4 permanently employed teachers hold teacher certificates.

c) Environment:

The school is near a main road and yet far from other primary schools. The farthest distance travelled by pupils to school is about 7 kilometres. All children travel on foot over mountains and across rivers. There are two high schools in the area to which most pupils from the school transfer after standard 7.

5.3.3 Physical Facilities

There are two sports fields, one for football and the other for netball. Both grounds are in a usable state. There is tap water which is used for drinking and cooking. For other purposes the school uses water from a nearby stream. There are pit latrines, although they are inadequate in terms of the numbers of pupils who use them.

There is a feeding scheme. The size of the kitchen is too small because it also serves as a storeroom. Parents are responsible for collecting wood for cooking. The school sometimes serves as a wood distribution centre for other schools.

5.3.4 Management and Administration

a) Management:

The school is run by the manager with the assistance of all the teachers. The manager resides in a mission located far from the school. The school communicates with the Schools Secretariat through the manager on matters such as employment of teachers and school buildings.

b) Administration:

The only records kept are the school register and quarterly tests. The test records are used when the pupils are to be promoted or withheld at the end of the year. Parents are always called to school to witness the results of their children's performance at the end of every year.

The staff meetings are normally held twice a month, usually to discuss issues like educational trips, school management, food management, school fees, sports, buildings and examinations.

Mature pupils as well as those talented in sports are given positions such as sports captains and referees. Pupils are expected to observe the following rules and regulations: no smoking, never bring a weapon to school and never fight. Corporal punishment is applied on pupils found using vulgar language or taking alcoholic drinks.

Pupils wear uniform which they obtain from the nearby shops. They are allowed to wear blankets, especially during cold winter days.

c) Finances:

Pupils pay different amounts of fees. Those in standards 1 and 2 pay 3 Maloti a year, standards 3 up to 5 pay 9 Maloti, while the rest of the other standards pay 9 Maloti and 20 lisente. These monies are used for paying the Book Supply Unit fees and SCF food and maintenance. Pupils who fail to pay their fees on time are expelled from the school.

d) Pupil Guidance:

Pupils are not guided in anyway about the choice of post-primary institutions, nor are they followed up after they have completed their primary education.

5.3.5 Curriculum

There are no time-table procedures and the school does not follow the Ministry of Education's school calendar. The school uses a class teacher system.

Teachers initiate and supervise sports activities such as netball, football and athletics. The majority of pupils show interest in sports and a great number of them participate in football and netball. Pupils participate in both traditional music and choral music under the direction and supervision of some of the staff members.

5.3.6 School-Community Relations

Twice a year the school holds parents' meetings in which the following issues are discussed: attendance, school uniform, school buildings, fuel, registration, books, sports and other matters of concern such as stealing of school property.

The community draws water from the school tap. School buildings are also used by some government Ministries like Agriculture to run courses. The community assists in collecting wood for cooking meals for the pupils. The wood is provided by the chief, who is also responsible for looking after the school property during the holidays.

5.3.7 School-Government Relations

The Education Officers visit the school every three years. During such visits they examine schemes and records, registers and lesson plan books.

The Ministry of Education has promised to put up buildings in the school premises through the Training for Self-Reliance Project funded under the World Bank loan. The Agricultural Officer provides the school with trees to be planted.

5.4 The Case of School 04

5.4.1 Historical Background

The school started some time around 1952 with only one building which also served as a church. Another building was erected in 1960.

Three new classrooms and a church hall were both erected in 1980. The school is badly understaffed and lacks furniture.

5.4.2 School Setting

a) School Size:

The total enrolment is 664. The average pupil to teacher ration is 73.8:1. Table 6 shows the size of each class.

Table 6: Enrolment in School 04

Standard	Stream		Total
	A	B	
1	69	87	156
2	67	61	128
3	91	-	91
4	78	-	78
5	86	86	172
6	60	-	60
7	65	-	<u>65</u>

b) Personnel:

There are 9 teachers in all. Seven of them hold a teachers certificate, while the other two are NTTC Interns. One of the seven is enrolled with the Lesotho Inservice Education for Teachers (LIET) Programme.

c) Environment:

The school is accessible by a dirt road, leading to a well maintained road. Another school nearest to it is about 2 1/2 kilometres away. To get to the school some pupils have to walk over hills and across rivers, for distances of approximately 2 kilometres.

5.4.3 Physical Facilities

The school obtains water from the spring situated outside its premises. There is sufficient supply of water for gardening purposes from both the spring and nearby stream and dam. The boys' soccer ground is a bit far from the school while the netball ground is not level and becomes muddy after rains. The school has VIP toilets, an office, and operates a feeding scheme. Fuel is hard to find.

5.4.4 Management and Administration

a) Management:

The headteacher is also the school manager, as well as a manager of three other schools. There is a management committee which is responsible for employment and dismissal of teachers, erection of buildings, purchasing of equipment, organizing elections of the school committee, and generally overseeing the running of the school. The

manager resides on the school premises. The school contacts the Schools Secretariat through the management committee to discuss issues relating to teachers, school buildings, and fee structure. The management committee meets the Secretariat directly.

b) Administration:

The only records kept are school registers and quarterly test results. These records show individual pupils' attendance and academic performance. At the end of every session (the education system has two sessions per academic year) parents are called to the school for a briefing on the academic performance of their children. They are also free to give any feedback regarding their childrens' performance.

The staff meetings are held fortnightly or whenever need arises. These meetings discuss issues such as lesson plans, scheme books, and settlements of disputes among members of staff. Pupils are responsible for the election of football and netball captains. Boys wear khaki shorts and shirts with blue jerseys while girls wear blue dresses. The school uniform is obtained from the local shops and dressmakers. Pupils are allowed to wear blankets and coats on cold days. Those who cannot afford school uniform are not normally sent away. Teachers use corporal punishment on pupils who fight, insult, steal, come late to school or play truant.

c) Finances:

All pupils pay 2 Maloti each as school fee, while book fees vary according to grade level. They also pay 65 lisente towards the cook's wages and 35 lisente for transportation of foodstuff. The majority of parents are able to pay the fees, and those who genuinely cannot afford are exempted from paying. In order to generate income, the school sells vegetables from the garden.

d) Pupil Guidance:

Pupils are provided with information about the existing post-primary institutions. Class teachers are responsible for providing such information. Both the class teacher and parents assist the standard 7 pupils in filling the application forms.

5.4.5 Curriculum

Standards 1 and 2 are the only ones that have streams. In standard 1 pupils are grouped according to age while in standard 2 they are randomly grouped. Teachers, in drawing up individual time tables, have to agree on time for break, lunch and sporting activities. The school follows the class teacher system.

Pupils are fully involved in netball and soccer. They compete at the district level. Captains, with the assistance of teachers, initiate and supervise sports. Pupils also engage enthusiastically in choral music which is supervised by their class teachers.

5.4.6 School-Community Relations

The school holds parents meetings once every year to discuss school fees, uniforms and buildings. The school was once involved in a communal garden project and road works.

5.4.7 School-Government Relations

An Education Officer was reported to have visited the school in 1984. During the visit, he observed lessons, examined scheme and preparation books, equipment, and buildings.

The Training for Self-Reliance Project has put up a staff room, five classrooms, toilets and a kitchen. These buildings are still in a very good condition.

5.5 The Case of School 05

5.5.1 Historical Background

The school started around 1986. The present location is the third to which the school has had to move because of the changing chiefs' boundaries and the moves of the church. The colonial government assisted in expanding the church buildings so that more pupils could be accommodated. The community has collected building funds while the Lesotho Work Camps Association has twice offered free services in putting up more buildings. Although a few buildings have been erected, some classes still share the church building and one still permanently holds lessons under a tree. The kitchen building was put up by SCF in 1981.

Originally, the school had been allocated a large piece of land. However, this land has decreased considerably in size because of the practice of allocating it to private individuals.

5.5.2 School Setting

a) School Size:

The enrolment for the whole school is 571. The average pupil to teacher ratio is 71.4:1. Table 7 shows the number of pupils in various standards.

Table 7: Enrolment in School 05

	Standard							Total
	1	2	3	4	5	6	7	
	Number	108	113	78	104	58	62	48

b) Personnel:

There are 6 certificated teachers plus 2 NTTC Interns. These teachers, with the exception of the NTTC Interns, are permanently employed.

c) Environment:

There are four other primary schools nearby, the farthest one being 3 kilometres away. The school is about 2 kilometres from the main

(tarred) road. The longest distance travelled by pupils to school is approximately 5 to 7 kilometres. Most of those who complete at this school are admitted into the church-run secondary school just outside the premises. This secondary school was built with the initiative of the primary school. The community participated in putting up its buildings.

5.5.3 Physical Facilities

The school has both netball and football grounds. The football ground is badly eroded. There is an unfenced and rather neglected garden without vegetables. There are very few garden tools which, due to the absence of a storeroom, are kept at the headteacher's house. Each standard has its own plots.

The school obtains water for human consumption from the village spring and taps. For purposes of watering in the garden the school uses two dams in the premises. There are three very poorly constructed pit latrines. These latrines, without permanent doors, are made of corrugated iron sheets and have mud-brick seats. The school has an adequate kitchen. Fuel is either purchased or collected by pupils.

5.5.4 Management and Administration

a) Management:

The school is run by the manager with the assistance of the headteacher. The manager resides in his house which is about 14 kilometres from the school. The school communicates with the Schools Secretariat either through the post or the manager. The Secretariat is usually contacted about such issues as staffing requirements.

b) Administration:

Past registers are kept so that they can be referred to when filling the Ministry of Education's statistical return forms. Old scheme books and test records are also kept for use later to guide new teachers. The log book is for recording important school events. There is also a minute book used for recording the proceedings of staff meetings.

Pupils are given positions of responsibility such as sports captains and leaders of cleanliness campaigns. Pupils chosen for such responsibilities have to have some ability in sports or be mature enough to supervise others.

Pupils obtain the school uniform from the shops. Girls wear black tunics with khaki shirts (or blue dresses). Boys wear khaki shirts and trousers. Pupils are corporally punished for such offences as coming late to school, fighting, stealing, and using obscene language.

c) Finances:

Every pupil pays an annual school fee of 5 Maloti and 30 lisente. The fee is used for such purposes as the cook's wages, water, SCF food supply, building, and maintenance. The Book Supply Unit fees vary according to different grades. The Lesotho Work Camps Association and SCF have both assisted the school financially. The funds were used

for building classrooms and a kitchen. In order to generate some income the school engages in harvesting crops of individual farmers.

d) Pupil Guidance:

The standard 7 pupils are individually provided with information on post-primary education and institutions. Academic progress of the graduates of the school is collected and used as incentive to pupils who are about to complete.

5.5.5 Curriculum

There are streams in standards 1 and 2. In standard 1 pupils are grouped on the basis of age and whether they are repeaters. In standard 2 pupils are grouped according to their academic ability.

The school follows the time-tabling procedure recommended in the syllabus. Pupils enjoy a short break during meal time. Standards 1 through 5 follow the class teacher approach, while standards 6 and 7 practice the subject teacher system.

Pupils participate in netball, football and athletics. All members of staff are responsible for organizing sporting activities. Pupils also take part in both choral and folk music under the direction of class teachers and school choir conductors.

5.5.6 School-Community Relations

The school holds staff-parent meetings whenever necessary to discuss matters such as pupils' performance and physical developments of the school.

Pupils participate in soil conservation activities organized by the community (*Matsolo a iketsetse*). Whenever there is a building activity going on in the school, members of the community assist by bringing building sand and by providing food for the builders.

5.5.7 School-Government Relations

There are no significant contacts, direct or indirect, between the school and government bodies.

5.6 The Case of School 06

5.6.1 Historical Background

School 06 is an old church school. It was a lower primary school until 1972 when it began offering full primary education. The school had accommodation problems until 1950 when the priest built three classrooms presently used for accommodating three standard 1 groups. This is the oldest stone building in the school premises. In 1955 a brick building, replacing a rectangular thatched house, was put up to accommodate standard 1 pupils. In 1984, the Government, through the Training for Self-Reliance Project, put up seven classrooms, a staffroom and VIP latrines.

Originally, the school was run by the nuns who even employed private teachers in order to avoid overloading full-time teachers. In 1972 the Lesotho Government took over the payment of all the teachers. There was a needlework school attached to the school. However, it had to close down due to sewing machine breakages. The present school garden was originally a football ground. The latter had to be transferred to another place.

5.6.2 School Setting

a) School Size:

There are 688 pupils, with the pupil to teacher ratio of 52.9:1. Table 8 reflects the class size of each standard.

Table 8: Enrolment in School 06

Standard	Stream			Total
	A	B	C	
1	59	59	58	176
2	47	48	-	95
3	66	64	-	130
4	51	52	-	103
5	51	49	-	100
6	45	-	-	45
7	39	-	-	39

b) Personnel:

There are 13 staff members. Twelve of these hold teacher certificates and one has the General Certificate of Education (G.C.E.). The school does not employ private teachers.

c) Environment:

The school is near one high school and one primary school belonging to another church denomination. The main (tarred) road passes near the school gate. The farthest distance travelled by pupils to school is approximately 5 kilometres. Although the majority of pupils walk along the main road to get to the school, several pupils have to cross dongas and rivers. Occasionally, pupils use public transport. Besides the nearby high school, there are four other high schools not too far from the school. Standard 7 leavers join any of these high schools.

5.6.3 Physical Facilities

The only play-ground that the school has is that for netball. The school uses village soccer grounds for both soccer and athletics. There is a large well-fenced garden in which various vegetables are grown. There is also a large dam in this garden. The garden tools are adequate only if classes alternate in their use. A well secured storeroom is used for storing the following items: spades, digging

forks, rakes and watering cans. The manager supplies each class with seeds every year.

The school is part of the School Gardens Project of the Ministry of Education. The project expects the school to keep the garden neat all year round. The school has adequate toilets. There are old iron sheet toilets and two sets of VIP latrines (for boys and girls) built of bricks and stones through the Training for Self-Reliance Project.

5.6.4 Management and Administration

a) The Management:

There are two managers, one of whom is a teacher and the other a priest, working together. Both reside within the school premises. There is a school committee made up of four parents. The members of the committee, together with the school managers, hold meetings once every quarter or whenever there is an urgent matter to be attended to. They suggest and make decisions on matters like school fees, uniforms and others concerning the school.

The Schools Secretariat is contacted on matters such as the employment, dismissal, payment, and discipline of teachers, and their transfer from one school to another. Whenever there is need for consultation, the managers either write or make personal contacts.

b) Administration:

Children to be admitted into standard 1 must be at least six years old and must bring a birth/baptismal certificate for registration. Pupils who transfer from other schools are expected to bring testimonials.

The school has a record-keeping system. Records contain items such as academic progress of pupils and cases of misconduct. These records provide the necessary information, both for promotion of pupils who may fail to write end-of-year examinations and for purposes of writing testimonials.

The school reports the academic performance of pupils to parents by inviting the latter at the end of the year to listen to the names of pupils as they are called out. The staff meets twice a month to discuss general administrative issues.

Pupils are given positions of responsibility in out-of-classroom activities such as netball or football trainer and garden tools storeman. For a pupil to hold any of the positions he must either be talented in the game in which he is responsible or have leadership qualities.

Girls wear maroon dresses with jerseys of the same colour. Boys wear khaki shorts in summer and long khaki trousers in winter. The uniform is obtained from local shops.

c) Finances:

Pupils pay a sum of 10 Maloti a year. The money is used for maintenance purposes. School record books are also bought with these funds. Most parents pay the fees promptly at the beginning of each

session. The only income-generating activity that the school engages in is holding of music concerts.

d) Pupil Guidance:

The standard 7 pupils are informed about the subjects, fees, and disciplinary matters of different post-primary schools and training institutions. They are also assisted by the headteacher on how to fill the application forms. Parents are invited to come and assist their children in the choice of post-primary schools.

5.6.5 Curriculum

In each standard pupils are assigned randomly to groups. Teachers hold time-table meetings whereby they discuss time for beginning classes, break, lunch and end of school day. Thereafter, teachers individually draw up their own time tables.

Standards 3, 4 and 5 use the class teacher system while standards 1, 6 and 7 use the subject teacher system. The school does not have any policy regarding in-service of teachers.

The majority of pupils show great interest and participate satisfactorily in sporting activities such as football, netball and athletics. These organised sporting activities are initiated and supervised by teachers assigned such duties. Some of the staff members are assigned to supervise singing. The majority of pupils are members of choral and folk music groups.

5.6.6 School-Community Relations

The school holds parents' meetings once every year. The meetings discuss progress in the school as well as problems encountered. They are also informed about administrative changes. The community uses school buildings for holding church association meetings as well as music concerts.

5.6.7 School-Government Relations

Education Officers occasionally visit the school to give lectures on how to teach certain subjects. They also examine the school records.

The Training for Self-Reliance Project has put up seven classroom buildings sufficiently equipped with desks for pupils and appropriate furniture for teachers. Classrooms are also provided with built-in cupboards. There are two sets of VIP latrines, a staffroom and an office. These particular buildings are still in good condition.

5.7 The Case of School 07

5.7.1 Historical Background

The school buildings were first put up in 1965. Standards 1 up to 6 started classes in 1966. In 1980 the school became a fully fledged primary school with the introduction of standard 7.

5.7.2 School Setting

a) School Size:

The school enrolment, as indicated in table 9, is 308. Pupils are not steamed. The average pupil to teacher ratio is 44:1.

Table 9: Environment in School 07

Number	Standard							Total
	1	2	3	4	5	6	8	
	63	78	46	34	26	27	34	

b) Personal:

There are 4 certificated teachers, 2 NTTC Interns and 1 teacher holding a COSC.

c) Environment:

The farthest distance travelled by pupils to the school is about 2 kilometres.

5.7.3 Physical Facilities

There are usable sports grounds, as well as a fenced garden in which vegetables are grown. Water is drawn from the spring outside the school premises. There is a dam in the garden, from which water is obtained for watering the garden plants.

The school has modern VIP toilets. There is a two-roomed kitchen. Pupils have to collect fuel for cooking. The school has both the staffroom and an office.

5.7.4 Management and Administration

a) Management:

There is a manager who resides very far from the school. The community is responsible for employing the teaching staff and it acts as a coordinator between parents and teachers. Matters which require the attention of the Schools Secretariat are sent through the school manager.

b) Administration:

Testimonials are required of the children who seek admission into the school. The school keeps records of the academic progress of the pupils, especially quarterly test results which may be used for purposes of promotion.

The staff meetings are held whenever necessary in order to discuss issues such as allocation of classes, sharing of responsibilities, pupil excursions, examinations and disciplinary matters. Intelligent pupils are given position of responsibility, such as being elected sports captains. All pupils are expected to speak English during school hours and to bring along wood to school each morning.

Pupils have a school uniform. Girls wear black tunics and black jerseys, while boys wear khaki shirts and shorts and black jerseys. These uniforms are obtained from different shops. Pupils are corporally punished for the following offences; fighting, stealing, using vulgar language, and playing truant.

c) Finances:

Every pupil has to pay 1 Loti as maintenance fee and 2 Maloti for SCF food. They also pay book fee which varies according to grade level. SCF has donated garden tools for the school.

d) Pupil Guidance.

The standard 7 pupils are always given information about post-primary institutions, their location in terms of distance from home, and subjects offered. This information is provided at meetings between parents of the pupils concerned, teachers and pupils themselves. Both the class teacher and the headteacher assists the pupils in filling application forms to the post-primary institutions. Pupils who complete at this school often find their way to the nearby high school. Although the school does not use information collected on its graduates, teachers formally observe the progress of those they meet.

5.7.5 Curriculum

Every staff member is responsible for drawing up her own time table. The school practices class teacher system. Pupils celebrate Moshoeshoe Day by taking part in organised friendly netball and football matches and competitions. Every teacher is responsible for supervising activities. The children are expected to initiate and/or supervise various music activities.

5.7.6 School-Community Relations

The school holds parents' meetings once every quarter, usually to discuss disciplinary matters. The community uses one of the school buildings for church service. There is a development project (PLENTY/LESOTHO) in the area which sometimes involves the pupils. For instance, the project staff once addressed the pupils on fruit production. The chief provides the school with wood for cooking. He also looks after the school premises during holidays.

5.7.7 School-Government Relations

An Education Officer visits the school every once a year. During such visits he supervises the teaching, inspects the surroundings, and examines the school's record books, that is, its schemes, registers and log books.

The Training for Self-Reliance Project has put up classroom and toilet buildings. Agricultural Officers sometimes assist in pruning the school fruit trees. Similarly, a nutritionist usually delivers lectures and gives demonstration lessons on the preservation of fruit trees at the school.

5.8 The Case of School 08

5.8.1 Historical Background

This is an old church school started by the missionaries. In 1975 standards 5 and 6 were introduced. In 1958 eighteen pupils sat, for the first time, for the examinations of the Basutoland Department of Education. Nine passes were obtained.

5.8.2 School Setting

a) School Size

The total enrolment is 865. The pupils to teacher ratio is 57.7:1. Standard 6 and 7 have one stream each. The rest of the other standards, with the exception of standard 1 which has three streams, have two streams each. The class sizes are shown in table 10.

Table 10: Enrolment in School 08

Standard	Stream			Total
	A	B	C	
1	79	71	78	228
2	54	52	-	106
3	67	83	-	150
4	56	74	-	130
5	52	50	-	102

6	75	-	-	75
7	74	-	-	74

b) Personnel:

There are 15 teachers in all. Ten of them are certificated, 2 are NTTC Interns, and 1 is enroled with the LIET programme. One other teacher holds a JC while the last one has a standard 7 certificate plus a Home Economics certificate. The last two are privately employed due to the shortage of staff and Government grants. They are paid out of the school funds.

c) Environment:

The school is very close to many other schools. The main road from town is about 2 kilometres from the school. The pupils walking the farthest distance are those who walk approximately 8 to 10 kilometres. These pupils walk through rough mountains and cross streams which are dangerous on rainy days. The affected pupils miss school on such days. Most of those completing standard 7 are admitted into the high school of the same church denomination in the same locality.

5.8.3 Physical Facilities

Like most local primary schools, the school 08 does not have a library. There are adequate sports grounds. There is a fenced school garden of about 15 metres by 6 metres. Pupils raise vegetables in this garden. The garden tools are adequate, with the exception of rakes and watering cans. Different classes take turns to do gardening. There is plenty of water for human consumption and for watering purposes. There are taps for running water. The school has no toilet facilities.

5.8.4 Management and Administration

a) Management:

School 08 has a manager who resides within the school mission. He is assisted by the school committee, the headteacher and other teachers in the running of the school. The school consults the Schools Secretariat, through the manager, on matters relating to employment and dismissal of teachers.

b) Administration:

There are no special admissions requirements in this school. Most of the completers go to the adjacent high school. The school does not practice the system of record keeping on pupils' progress.

The school normally holds staff meetings four times a year to discuss allocation of classes and other duties such as time tabling. Pupils are usually given positions of responsibility in out-of-class activities. They are provided with the opportunity to be elected by other pupils as captains of football and netball teams.

The school has set rules and regulations. Pupils are expected to behave well and also to wear school uniform. They receive corporal

punishment for misconduct. They are also expected to pay for damages to the school property. Pupils buy ready-made uniform from local shops. Uniform prices vary from shop to shop, depending on size and quality. Pupils are allowed to wear blankets during cold winter days.

c) Finances:

The school fee is paid annually. Parents pay 5 Maloti for maintenance and 2 Maloti for SCF food. The amount of book fee depends on the grade level. Although a few parents have to be reminded to pay fees, on the whole most of them are cooperative.

d) Pupil Guidance:

The standard 7 pupils are always informed, during formal class discussions, about existing types of careers. The class teacher guides the pupils in filling the application forms to post-primary schools. Parents play a major role in the choice of secondary schools for their children.

5.8.5 Curriculum

Where there are a number of groups in a standard the pupils are divided equally among different groups. The following are taken into consideration when the school time table is set: out-of-class activities, number of normal school hours, and distance travelled by pupils to school. Both class and subject teaching systems are used. Standards 6 and 7 use subject teaching while the rest use the class teaching approach.

The school has the following organized sporting activities: netball, football, and athletics. The sportsmaster is in charge of these activities. Both folk and choral music are popular. Standards 1 to 5 form the junior choir while the rest of the standards form the senior choir. Teachers initiate and supervise the Boy Scout/Girl Guides movements and Cadets.

5.8.6 School-Community Relations

The school never organizes parents' meetings. The community however uses water from the school yard. It also uses school buildings for church services and feasts, as well as assists in gathering wood for the school feeding scheme. The chief allocates land and other locations where wood can be gathered for cooking the meals.

5.8.7 School-Government Relations

The school last saw an Education Officer in 1984. When he does visit, the Officer checks the scheme and record books, preparation books, school buildings, furniture, and the garden. He also takes interest in both the school enrolment and the number of staff employed. Health Officers sometimes visit the school to give lectures on the prevention of common diseases and to vaccinate the children.

5.9 The Case of School 09

5.9.1 Historical Background

This is a community school which started in 1965. At the time there was only one teacher, who was responsible for teaching standards 1 to 3.

5.9.2 School Setting

a) School Size:

The school has 562 pupils in all with an average pupil to teacher ratio of 46.8:1. Standards 1 to 5 have two streams each while standards 6 and 7 both have one stream each. The figures are reflected in Table 11.

Table 11: Enrolment in School 09

Standard	Stream		Total
	A	B	
1	70	67	137
2	55	54	109
3	44	42	86
4	31	28	59
5	41	38	79
6	51	-	51
7	41	-	41

b) Personnel:

There are 9 certificated teachers, 1 NTTC Intern, 1 unqualified teacher registered with LIET, and 1 other teacher holding a JC. This makes a total of 12 teachers, of which three are employed privately and are paid by the community. Private teachers are paid on the same scales as those of their counterparts employed normally.

c) Environment:

School 09 is about 2 kilometres away from the nearest other primary school. It runs a pre-school. Children completing the pre-school are automatically admitted into standard 1 at the school. Those who complete standard 7 are free to go to post-primary institutions of their choice.

5.9.3 Physical Facilities

The school has usable football and netball grounds, although the netball ground has no goalposts. There is a properly fenced garden of about 100 metres by 75 metres in which pupils grow vegetables. The few available garden tools are stored in the food storeroom. Due to lack of garden tools pupils undertake gardening in turns. The school

receives donations of seeds from SCF through the Ministry of Education. There are no toilets for the pupils. The school, however, has an office and a newly erected kitchen.

5.9.4 Management and Administration

a) Management:

The school is run by a school committee, which, among other things, employs and pays private teachers.

b) Administration:

Only 5-year old children who have completed pre-school education are admitted into standard 1. The school keeps a record of assessment books and report forms. These records are meant to inform pupils about their academic progress in June and in December each year. Parents provide the school with feedback on the academic performance of their children.

The school holds staff meetings monthly in which the following are discussed: pupils' progress, school excursions, funeral collections and fund raising campaigns. Pupils are assigned positions of responsibility, such as being in charge of garden tools or distribution of seeds.

The school has set rules, particularly those relating to the medium of instruction and school uniform. Pupils wear different uniforms on different days. Corporal punishment is exercised only when pupils use obscene language.

c) Finances:

Every pupil pays an annual school fee of 32 Maloti. Of this amount 24 Maloti goes for the fees, 4 Maloti for registration and another 4 Maloti for the school feeding scheme. The majority of parents pay the fees on time. The American Embassy financed the building of a classroom and the kitchen. Part of the money was used for fencing the school garden.

d) Pupil Guidance:

Parents of standard 7 pupils are invited to meetings in which they are encouraged to advise their children to apply to nearby post-primary schools. The pupils are assisted by the class teacher in filling the admission forms. Teachers, however, encounter problems themselves in assisting pupils since they do not have up-to-date information about post-primary institutions.

5.9.5 Curriculum

Pupils are streamed in various standards according to age and academic ability. The headteacher draws the school master time table, from which the class teachers make their own. A class teacher system is practised.

All pupils in different standards participate in athletics, traditional dance and folk music. Only pupils in standards 3 to 7 take part in choral music. Teachers are expected to initiate and supervise both sporting and singing activities. They are also

appointed to be in charge of associations like Girl Guides, Cadets, Boy Scouts, and Liphitsana.

5.9.6 School-Community Relations

Parents' meetings are held once a year to discuss pupils' academic performance, fund raising, and problems brought about by the nearby community, such as animals destroying crops in the school garden.

The community uses the school buildings for holding church services. Some pupils are members of the Red Cross Society whose main contribution is to visit and help the sick.

5.9.7 School-Government Relations

An Education Officer visits the school twice a year and advises teachers on their work. Nurses vaccinate children during outbreaks of certain diseases, while Agricultural Officers sometimes visit the school to give lectures on various relevant topics on agriculture.

5.10 The Case of School 10

5.10.1 Historical Background

No detailed history of the school was furnished except that it is an old mission school. It is perhaps one of the largest primary schools in the country.

5.10.2 School Setting

a) School Size:

School 10 has an enrolment of 1,459 pupils and a pupil to teacher ratio of 76.8:1. All standards, with the exception of standards 2 and 5, have three groups. The sizes are presented in Table 12.

Table 12: Enrolment in School 10

Standard	Stream			Total
	A	B	C	
1	82	83	83	248
2	127	128	-	255
3	78	78	79	235
4	89	89	89	267
5	72	73	-	145
6	70	71	71	212
7	33	32	32	97

b) Personnel:

There are 19 members of staff. Of these, 15 hold teacher certificates, 1 is an NTTTC Intern, 1 is undergoing training under the LIET programme, and 2 hold a JC. All members of staff other than the NTTTC Intern are permanently employed.

c) Environment:

The distance from the school to either the main road or other schools is 1 kilometre. The farthest distance travelled by pupils to school is approximately 3 kilometres. Most of the pupils who complete standard 7 join any of the two nearby high schools.

5.10.3 Physical Facilities

The school does not have a special library building. Library services are, however, offered to the standard 7 pupils, either during their free time or during study period. Books are stored in cupboards in the classroom.

The netball ground is inadequate, but it cannot be extended because there is not enough space on the mission premises. The football ground is still in a usable state. The school has a garden but requires more garden tools. The existing tools are stored in the classrooms. Water for gardening purposes is obtained from wells and from taps for human consumption.

There are pit latrines but are not sufficient for the present number of pupils. There is neither staffroom nor an office. The school, however, has a kitchen for the feeding scheme, although it does not satisfy the needs of the school.

5.10.4 Management and Administration

a) Management:

The school is under the control of the school committee. The functions of the committee are to initiate new developments for the school, including physical developments. It also assists in fund-raising campaigns.

b) Administration:

In order for children to be admitted into standard 1, a birth or baptismal certificate must be produced. Those who transfer from other schools must submit a testimonial.

The school keeps records on pupils' attendance, academic progress, and interests. The records are made available for inspection by the parents. Parents are expected to acknowledge receipt of progress reports on their children by so indicating in the record receipt books or by holding discussions with the teacher. The staff holds monthly meetings to discuss teaching problems and to share knowledge. Teachers are free to assist each other in teaching.

Pupils are given positions of responsibility in out-of-classroom activities. These may include positions such as sports captains, sports secretaries and cleanliness supervisors. Age and

trustworthiness are taken into consideration in assigning such responsibilities.

Girls wear gym dresses and white blouses while boys wear grey trousers and white shirts or khaki as their uniform. Pupils acquire the uniform from local shops. Although pupils are expected to wear uniform everyday, they are allowed to wear blankets in winter and on cold days.

c) Finances:

Each child is required to pay 1 Loti as school fee. The fee is used for maintenance purposes. Parents pay fees at the beginning of the year without failure.

d) Pupil guidance:

Standard 7 pupils are given information about subjects taught in the post-primary education and the fee structures for different institutions. This is done when the pupils are just about to complete application forms to the institutions. The headteacher is responsible for assisting pupils in the choice of schools.

5.10.5 Curriculum

In standard 7 pupils are grouped according to their ages while in the rest of the standards they are divided into equal groups.

All staff members are responsible for drawing up their own time tables based on a master time table. The school uses a subject teaching system. It does not have any policy regarding in-servicing of teachers. Teachers are free to make their arrangements to undergo such training. It is very difficult for teachers to be admitted into the LIET programme.

Organized sporting activities for pupils are netball and football, initiated and supervised by assigned teachers. The pupils engage in folk and choral music under the supervision of teachers. There is also an active Boy Scout movement.

5.10.6 School-Community Relations

The school normally holds parents' meetings twice every year. In these meetings teachers and parents discuss school needs such as the building of toilets, as well as pupils academic progress and finances. The school joins the community in the local road construction project.

Besides participating as members of the school committee, parents and the community as a whole assist in the upkeep of the classroom buildings. They also contribute money for the wages of the women hired to cook for the pupils. Some members of the community serve as resource persons in history, traditional poetry and dances, and other aspects of Basotho culture and customs.

5.10.7 School-Government Relations

An Education Officer visits the school once a year, mainly to observe teachers as they teach. Nurses sometimes visit the school to

lecture on various health aspects, while Agricultural Officers usually give demonstration lessons on the use and management of school gardens.

5.11 Field Assistants' Observations and Impressions

5.11.1 Transport to School

In the majority of the sample schools pupils walk to school. In some cases pupils have access to public transport. In one urban school in particular, most pupils use either private vehicles or public transport. The school is near the main road and the traffic lights are just opposite the school gate.

5.11.2 The School Feeding Scheme

The feeding scheme operates in all the sample schools. However, in one urban school most pupils prefer to bring their own lunch boxes or to purchase food from the street.

5.11.3 Duration of Lessons

Although a common practice is to have class time tables, most schools do not observe them. Even in those schools which normally observe the set time tables lessons tend to be shorter during revision periods. Sometimes lessons are terminated as soon as the meals are ready. In such cases short breaks coincide with meal time for various classes.

5.11.4 Bad Weather

Pupils are expected to be in school every school day unless they have valid reasons, such as illness. One Field Assistant reported that in the eastern mountainous part of the country the weather is very unpredictable. During the cold weather very few pupils attend school. On such days, the practice is to dismiss the few who have turned up.

5.11.5 Quarterly Test Competitions

Quarterly tests are administered in all the sample schools. In one school pupils in standards 4 to 6 take the end-of-year tests jointly with other schools in the neighbourhood. Those who pass the tests, set and marked jointly by the teachers from the schools involved, receive prizes. In another school this type of competition is held for standards 5 to 7 pupils, with other schools from the same religious denomination. The manager of the school has donated a trophy which is competed for on the basis of the Primary School Leaving Examinations results.

5.11.6 Elderly Female Teachers

Generally, there are more female teachers than male teachers. One of the sample schools has one male teacher, while the rest are elderly female teachers. This highly disproportionate distribution of gender makes it hard for the headteacher to maintain order and discipline,

especially during sporting activities. Apparently, elderly female teachers are less enthusiastic about sports.

5.11.7 Subject Taught

Two Field Assistants reported that teachers in the schools they were observing concentrated on teaching Mathematics, Sesotho and English. It may be noted that the three subjects are crucial in terms of the Primary School Leaving Examinations. In both of these schools, Science and Social Studies for standard 7 is taught through going over the past examination papers. The rest of the other classes devote very little time to the two subjects.

In one of the observed schools, Science is taught only on Thursdays from 8.00 in the morning to 12.00 noon in all standards. The reason given by the teachers for this arrangement is that they were following a recommendation of the National Curriculum Development Centre.

5.11.8 Subject Mixing

A standard 7 teacher in one school practices subject mixing. This means teaching two subjects simultaneously. This made it difficult for the Field Assistant to separate the subjects taught in a lesson.

5.11.9 In the Absence of the Teacher

Teachers sometimes leave classrooms for short periods for various reasons, such as attending to a visitor. It was observed that pupils behave differently in different standards during such moments. In one school, pupils in standards 3 to 7 held informal discussions amongst themselves once the teacher was out of the classroom. The standard 2 teacher would often have work written on the chalkboard such as "Days of the week." As soon as she left the classroom, pupils would alternate in guiding others in reading whatever was on the chalkboard.

5.11.10 Other Responsibilities of Pupils

In one school girls collect food from the school kitchen and dish out in their respective classes. It is the responsibility of all pupils to sweep the classrooms and to clean the surroundings.

6 THE CLASSROOM SETTING

The physical setting of a classroom was captured by Schedule 3 which examined its internal and external features, while Schedule 4 was concerned with the biographies of the teachers observed. What have been identified from the schedules as key elements are discussed in this chapter.

6.1 The Classrooms

Classes may be housed in single rooms in buildings detached from other buildings, or in single rooms which are part of a block of classrooms, or in halls shared by other classes. In extreme cases classes may even be permanently held in the open. Tables 13 and 14 show how the observed classes were accommodated.

Out of a total of 70 observed classes 47(67 percent) had rooms of their own. The rest of the classes were either sharing a building with up to three other classes (31 percent) or (in the case of one standard 1 class) held lessons outside permanently. Usually, if there are not enough single classrooms, it is the lower classes which would rather share a hall. In this study the sharing was observed in six out of the ten sample schools and it involved 33 percent of the observed pupils.

Table 13: Types of Accommodation of Classes by Standard

Standard	Type of Accommodation					
	Own room in separate building	Own room in a block	Hall in which there are			Outside
			2 classes	3 classes	4 classes	
1	3	3	-	2	1	1
2	3	3	1	2	1	-
3	2	3	2	2	1	-
4	1	4	2	2	1	-
5	2	4	2	1	1	-
6	2	7	-	-	1	-
7	2	8	-	-	-	-
Total	15	32	7	9	6	1

Note: The values represent the number of classes using respective types of accommodation.

Table 14: Types of Accommodation of Classes by School

School	Type of Accommodation					
	Own room in Separate building	Own room in a block	Hall in which there are			Outside
			2 classes	3 classes	4 classes	
01	7	-	-	-	-	-
02	-	4	1	-	2	-
03	3	-	-	-	4	-
04	-	3	2	-	-	-
05	1	2	-	3	-	1
06	-	7	-	-	-	-
07	1	2	4	-	-	-
08	-	3	-	4	-	-
09	-	7	-	-	-	-
10	3	4	-	-	-	-
Total	15	32	7	7	6	1

6.2 Classroom Construction Materials

The walls, roofs and floors of the classrooms were of different materials. Table 15 shows the percentages of classrooms that had each of the respective materials.

6.2.1 Walls

The most prevalent construction material for classroom walls was cement blocks, observed in 49 percent of the classrooms, followed by stones (21 percent) and baked/mud bricks (15 percent), in that order.

6.2.2 Floors

Most of the classroom floors (47 percent) had cement floors, followed by those with either mud or linoleum floors (17 percent). Tile floors were in 11 percent of the classrooms.

Table 15: Construction Materials of Classrooms (In Percentages)

Walls	Cement Blocks		Baked/mud bricks		Stones		No Response	
	49		15		21		15	
Roofs	Corrugated iron		Grass		Asbestos		No response	
	81		6		4		9	
Floors	Cement	Mud	Tiles		Linoleum		No response	
	47	17	11		17		8	

Ten shared buildings were observed in six of the schools and the condition of their floors, roofs and windows were commented upon by the observers. The floors of half of them were said to be in good condition as well as the corrugated iron roofs of nine of them. The windows of seven of the buildings allowed in enough light.

6.3 Classroom Furniture

6.3.1 Furniture for Use by Pupils

Provision of furniture varies greatly from school to school. In some schools every class might have chairs to sit on and desk-tops to write on. In others only the top two or three classes might have only forms to sit on while the rest of the classes sit on the floor. In the latter cases the pupils usually kneel on the floor so as to use the forms as writing surfaces or (if there are no forms) put their exercise books on their laps when they are required to write.

Table 16 shows the numbers of classes in different standards that were found to have various types of furniture for use by pupils. For classes that held lessons in their own separate rooms, there was more adequate provision of furniture for sitting and writing in the upper standards than in the lower standards. However, this pattern did not exist in the case of classes sharing rooms. Note that no standard 7 class shared a classroom with any other class.

Table 16: Number of Classes with Pupil Furniture by Type of Classroom Accommodation

Type of Furniture	Type of Classroom Accommodation												Total	
	Own Room							Sharing Room						
	Standard							Standard						
	1	2	3	4	5	6	7	1	2	3	4	5		6
For sitting	2	3	2	4	5	7	10	1	1	2	2	2	1	42

For writing	2	3	2	3	4	5	8	-	1	1	1	1	1	1	32
Class sitting on the floor	-	2	-	1	-	-	-	3	2	2	2	1	-	-	13
For part of class to sit	4	-	3	-	1	1	-	-	-	-	-	-	-	-	9
For part of class to write	2	-	2	-	-	-	-	-	-	-	-	-	-	-	4

6.3.2 Furniture for Use by Teachers

As shown in Table 17, chairs and tables for use by teachers were more available in classes housed separately in their own individual rooms than in other classes. Similarly, complete absence of such furniture was more prevalent in the classes sharing rooms than in other classes.

Table 17: Number of Classes with Teacher Furniture by Type of Accommodation

Type of Furniture	Type of Classroom Accommodation												Total	
	Own Room							Sharing Room						
	Standard							Standard						
	1	2	3	4	5	6	7	1	2	3	4	5		6
Table & Chair	5	4	4	4	6	5	8	2	1	2	2	2	1	44
Chair Only	-	-	1	1	-	1	1	-	1	-	-	-	-	5
No Furniture	1	1	-	-	-	2	1	2	1	2	3	2	-	15

6.4 Sitting Conditions of Pupils

Sitting conditions for pupils were reported for 63 out of 70 observed classes. Of these, 25 (40 percent) were considered to be crowded and 38 (60 percent) not crowded. Another general tendency observed was that the level of crowdedness was lower in upper standards than in lower standards. Table 18 presents the results on this issue.

Table 18: Classroom Sitting Conditions for Pupils by Type of Accommodation

Type of Classroom Accommodation

Condition	Own Room							Sharing Room						Total
	Standard							Standard						
	1	2	3	4	5	6	7	1	2	3	4	5	6	
Crowded	4	3	3	-	-	2	1	4	3	2	2	1	-	25
Not crowded	2	2	3	3	6	6	9	-	-	2	2	2	1	38

6.5 Chalkboards

Most of the classes (82 percent) on which the Field Assistants reported used the type of chalkboard that is fixed to the wall, and the majority of the chalkboards commented on (95 percent) were reported to be in good condition.

6.6 Classes in the Open

Only one class, in standard 1, permanently held lessons in the open. It was held near an old wall or under a tree during hot days. On this wall could be seen a small patch painted green which was used as a chalkboard. The patch was badly weathered by rains. There were no other furniture provisions. In bad weather the children either went home or moved into the church hall which housed another class.

6.7 Other Uses of Classrooms

It happens that sometimes classrooms are used to store certain items belonging to the school. Portions of the 47 classrooms which had separate rooms of their own were used to store broken furniture. Another two classrooms also were reported to be used partly as storage for food stuff provided under the School Feeding Scheme and partly as storage for garden tools. Pupils' books were in most cases stored in lockers in the classrooms.

6.8 Teachers

It was expected that at least 70 teachers would be observed in 70 classes. As it turned out, the Field Assistants came into contact with 106 teachers because in some schools subject teaching was practised. As a general rule, there are more teachers in a subject teaching than in a class teaching situation.

6.8.1 Teachers' Age Levels and Sex

As indicated in Table 19, the majority of teachers (82 percent) were females. Age-wise, most of the teachers (45 percent) were between 30 and 39 years old, followed by those between 21 and 29 years (33 percent).

Table 19: Number of Teachers by Age and by Sex

Sex

Age	Male	Female	Total
20 & less	1	2	3
21 - 29	8	25	33
30 - 39	5	43	48
40 - 49	3	11	14
50 & over	2	6	8
Total	19	87	106

6.8.2 Teachers' Professional Qualifications

Table 20 shows the professional qualifications held by the teachers observed in the study. The majority of teachers (33 percent) had Primary Teachers Certificate (PTC), followed by those with Lesotho Primary Teachers Certificate (LPTC) or Basutoland Primary Teachers Certificate (BPTC) with 20 percent, and Primary Higher Certificate (PH) with 16 percent. The latter three courses are no longer offered and have been replaced by PTC. The Advanced Primary Teachers Certificate (APTC), like PTC, is offered at the NTTC and is meant to train experienced teachers mainly in school administration and supervision. The Advanced Certificate in Primary Education (ACP) used to be offered by the University but it is now defunct. Both Upgrading and Lesotho In-Service Education for Teachers (LIET) are in-service programmes for unqualified teachers. During the course of the study some of the teachers were still enrolled with LIET. Eleven (11) percent of the teachers had no professional qualifications, that is, they had no formal training as teachers, either through pre-service or in-service mode.

Table 20: Number of Teachers by Professional Qualifications

Qualification	Number	Percent
PTC	35	33
LPTC/BPTC	21	20
PH	17	16
LIET/Upgrading	10	9
APTC/ACP	7	7
Other	1	1
No qualification	12	12
Unstated	3	3
Total	106	100

6.8.3. Teachers' Academic Qualifications

According to Table 21, most of the teachers (55 percent) had Junior Certificate (JC), while those holding the Cambridge Overseas School Certificate (COSC) or General Certificate of Education (GCE) constituted 23 percent. It is interesting to note that size 6 teachers had only primary school certificate themselves. The old standard 6 is an equivalent of the current standard 7. A primary school certificate used to qualify one to enter into a primary teachers course such as BPTC. Serving teachers with primary school certificate also qualify them for entry into the LIET/Upgrading programme.

Table 21: Number of Teachers by Academic Qualifications

Qualification	Number	Percent
Old Standard 6	5	5
Standard 7	1	1
Form B	1	1
JC	58	55
Form D	1	1
COSC/GCE	25	23
Unstated	15	14
Total	106	100

6.8.4 Teaching Experience

As shown in Table 22, the majority of teachers, that is, 30 (28 percent), had between 1 and 5 years of teaching experience, followed by those with between 6 and 10 years (24 percent), 11 and 15 years (22 percent), and over 20 years (13 percent), in that order. A close scrutiny of the data reveals that a teacher's experience may not play any significant role in determining the standard he/she should teach. However, the highest number of teachers with over 20 years of teaching experience was concentrated in the uppermost standard, that is, standard 7.

Table 22: Teachers' Teaching Experience by Standard Taught

Experience (Years)	Standard Taught							Total
	1	2	3	4	5	6	7	
Less than 1	-	1	2	-	2	-	-	5
1 - 5	4	6	7	5	2	5	1	30
6 - 10	4	5	2	2	3	5	3	24
11 - 15	-	2	1	8	3	5	3	24
16 - 20	4	-	-	-	3	1	3	11
Over 20	2	2	-	-	1	1	7	13
Unstated	1	-	-	-	-	-	-	1
Total	15	16	12	15	14	17	17	106

6.9 Pupils

6.9.1 Proportion of Observed Pupils

Of the combined enrolment of 8842 pupils in the 10 sample schools, 4937 (56 percent) were in the observed classes. On the basis of standards, Table 23 shows that most of the standard 7 pupils, that is, 536 (71 percent) were observed. This could be attributed to the fact that the majority of standard 7 classes had only one stream. On a school by school basis, Table 24 indicates that the proportion of observed pupils to the school enrolment ranged from 27 percent to 100 percent. What accounted for these differences was the streams per various standards in the schools. For those schools which did not have streams in any of the standards, all the pupils were observed.

Table 23: Number of Observed Pupils by Standard and by Enrolment

Standard	Enrolment	Observed Pupils	Percent of Observed Pupils
1	1814	896	49

2	1550	913	59
3	1397	759	54
4	1322	642	49
5	1030	610	59
6	977	581	59
7	752	536	71
Total	8842	4937	56

Table 24: Number of Observed Pupils by School Enrolment

School	Enrolment	Observed Pupils	Percent of Observed Pupils
01	2219	602	27
02	1104	455	41
03	363	363	100
04	664	537	81
05	570	570	100
06	688	482	70
07	308	308	100
08	865	472	55
09	562	338	60
10	1499	809	54
Total	8942	4937	56

6.9.2 Average Class Size

The average class sizes in various standards are reflected in Table 25. They were relatively lower in upper standards than in lower standards, regardless of the ecological zone in which a school was located. They ranged from 54 to 98 in the lowland schools and from 41 to 84 in the mountain schools. The average class sizes for the mountain schools were consistently lower than those for the lowland schools across standards. This is probably a reflection of the fact that, as a general rule, the mountain schools have lower enrolments due to, among other things, a relatively low population density and a low schooling participation rate.

Table 25: Average Class Sizes by Standard and by Ecological Zone

Standard	Ecological Zone	
	Lowlands	Mountains
1	98	72
2	97	84
3	82	79
4	82	68
5	67	45
6	66	41
7	54	47

6.9.3 Average Daily Absenteeism

Teachers were asked to indicate the average daily absenteeism rate among their respective classes. The results, as reported in Table 26, show that the rate of absenteeism did not seem to be determined by the pupils' standard. However, it was relatively higher in the mountain schools (ranging from 6 to 14 pupils daily) than in the lowland schools (with a range of 3 to 7). The overall average daily absenteeism ranged from 5 to 10 pupils. The reasons given for absence were as follows: (a) ill health (48 percent), herding of animals (22 percent), bad weather (3 percent), and other reasons (14 percent). No reasons were provided in 13 percent of the cases.

Table 26: Average Pupil Daily Absenteeism by Standard and by Ecological Zone

Standard	Ecological zone		
	Lowlands	Mountains	Both Zones
1	6	14	10
2	7	9	8
3	7	12	10
4	5	11	8
5	7	12	10
6	4	6	5
7	3	10	7

6.9.4 Pupils "Alternating" System

One common practice in Lesotho schools is that of pupils alternating. This means that, between two pupils (usually boys), boy 1 comes to school on Monday while boy 2 goes to herd; on Tuesday boy 1 goes to herd while boy 1 comes to school, and so on. The two boys need neither be in the same class nor indeed in the same school. The system was found operative in eight out of the ten sample schools. About 2 percent of all the pupils involved in the study practised it. According to Table 27, alternating seems to be practised more in the lower classes than in the upper classes. Since the system is generally related to herding, it is prevalent in rural schools. This is borne out by the results. For example, school 01 and 09 in which no cases of the practice were found, were urban schools.

Table 27: Number of Alternating Pupils by School and by Standard

School	Standard						
	1	2	3	4	5	6	7
01	-	-	-	-	-	-	-
02	2	-	-	-	1	-	-
03	2	-	1	-	-	-	-
04	5	3	-	2	1	-	-
05	7	8	10	8	2	1	-
06	11	5	5	3	3	1	-
07	-	-	-	1	-	-	-
08	1	5	11	1	-	-	-
09	-	-	-	-	-	-	-
10	2	3	5	3	1	2	-
Total	30	24	32	18	8	4	-

7 TEACHERS' ACTIONS IN THE CLASSROOM

7.1 Categorisation of Teacher's Actions

In his study Bennet (1976) interviewed teachers on what differentiated progressive from traditional teaching. The end result was a taxonomy which covers six major areas representing classroom behaviour. With only slight modifications, these areas have been found to cover the teachers' actions adequately in this study (having added one more area, "extraneous activities"). Every teacher's action falls into one of the areas. The areas are described below.

7.1.1 Classroom Management and Organization

These are actions aimed at clearing the teacher's instructional path. They include actions such as distributing books, standing at various positions in relation to the class, and asking pupils to clean the chalkboard.

7.1.2 Teacher Control and Sanctions

Actions aimed at keeping order or keeping the pupils' attention such as inflicting punishment and reprimanding them.

7.1.3 Subject Content and Peculiarity

Certain actions can only pertain to particular subjects or groups of subjects. For example, reciting or reading can be expected in the languages, counting takes place in Mathematics, and observing can be expected in Science lessons.

7.1.4 Instructional Strategies

Most actions in a lesson fall in this category. They include everything that a teacher does that has to do with instruction: writing on the board, asking questions, and so forth.

This being the largest category, it was further divided into the following five sub-areas, decided upon on the basis of observations of a large number of lessons:

Questioning - Whether by the teacher or a pupil.

Expositive - Actions involving teacher talk, usually in the form of explanations.

Physically active - Those actions which involve the teacher in some sort of physical activity, including manipulation of materials.

Repetitive - Utterings which repeat pupils' answers, pupils' questions, own questions, and so on.

Directive - Actions aimed at giving instructions to pupils or telling them what to do.

7.1.5 Motivational Techniques

In order to encourage the pupils to act, or to pep them up, teachers often do a number of things, such as praising them or reinforcing them in some way.

7.1.6 Assessment Procedures

Teachers usually evaluate pupils' work after instruction. They do this in a number of ways, including giving exercises/quizzes on the chalkboard or from a book and then going around the class to mark, or asking the pupils to queue for marking or to exchange exercise books.

7.1.7 Extraneous Activities

In addition to the above actions, there are others which take place, usually as disturbances or simply as extras which have nothing to do with the instructional process as such. These include actions like attending to a visitor, asking a pupil to go out to bring a chair, and so on.

7.2 Specific Actions under Each Category

Every coded teacher's action was put in one of the above categories, whether it was "what the teacher was doing" or what she was "asking the pupils to do". The specific actions of the teachers are illustrated in the charts below. Note that the figures on the left-hand column refer to the codes for the corresponding actions.

E1 Actions under Classroom Management and Organization

What teacher is doing	What teacher is asking pupils to do
03 distributes material	01 take out their books
04 goes out	02 distribute books
05 comes in	05 clean the chalkboard
06 stands in front	14 go out
07 walks across/around class	22 group themselves/form circle
08 walks between rows	31 go back to seats/sit down
10 sits on chair/desk/table	34 collect/put away/books
13 stands at the back	40 remain standing
14 faces class	41 go back to class
32 pulls/pushes furniture	44 pass message/selecting
45 terminates activity	49 stand up
46 closes/stands at door	56 stop writing
52 returns books	

53 cleans chalkboard

E2 Actions under Teacher Control and Sanctions

What teacher is doing	What teacher is asking pupils to do
16 takes a stick	06 keep quiet
17 beats pupil(s)	20 listen
27 makes fun of pupils	28 look at her/material
28 reprimands/expels pupil	43 speak aloud
31 calls for attention	45 apologise

E3 Actions under Subject Content and Peculiarity

What teacher is doing	What teacher is asking pupils to do
19 draws on chalkboard	09 read
40 reads/counts/dictates	10 count
	13 draw
	25 observe
	26 model/demonstrate
	27 recite
	39 take dictation/spell
	47 read correctly...,etc.

E4 Actions under Instructional Strategies

What teacher is doing	What teacher is asking pupils to do
01 writes on chalkboard	03 look at a certain page
02 gives instructions	04 recall (question)
18 points at board	07 describe/explain/define
20 points at a pupil	11 answer
21 talks to pupils	12 volunteer
23 communicates non-verbally	15 repeat what teacher said
31 initiates group participation	16 repeat what another pupil said

33 manipulates aids	17 copy/take notes
34 answers her own questions	18 bring materials from home
35 asks questions	19 ask her questions
36 demonstrates	21 manipulate aids
37 supervises	24 analyze/discuss
38 inspects	30 come forward
39 explains/defines	33 open/close their books
42 refutes pupil's answer	35 raise up their hands
43 repeats pupil's response	42 play-act/dramatize
47 points at a picture	46 report group work
48 answers pupil's question(s)	48 fill up blanks
49 assists in reading	50 answer a recall question
51 opens book/writes in book	51 answer a deductive question
	53 answer a rhetoric question
	55 answer an unclassified question
	57 point at a chalkboard

The above actions under instructional strategies were further classified into the following five sub-categories.

B4.1 Questioning

What teacher is doing	What teacher is asking pupils to do
34 answers his/her own questions	04 recall (questions)
35 asks questions	11 answer
48 answers pupils' questions	19 ask him/her questions
	35 raise up their hands
	50 answer recall question
	51 answer deductive question
	53 answer rhetoric question
	55 answer unclassified question

E4.2 Expositive

What teacher is doing	What teacher is asking pupils to do
21 talks to pupils	07 describe/explain/define
31 initiates group participation	24 analyze/discuss
39 explains/defines	46 report group work
42 refutes pupils' answer	
49 assists in reading	

E4.3 Physically Active

What teacher is doing	What teacher is asking pupils to do
01 writes on chalkboard	17 copy/take notes
18 points at chalkboard	21 manipulate aids
20 points at a pupil	30 come forward
23 communicates non-verbally	33 open/close their books
33 manipulates aids	42 play-act/dramatize
36 demonstrates	57 point at a chalkboard
37 supervises	
38 inspects	
47 points at a picture	
51 opens book/writes in book	

E4.4 Repetitive

What teacher is doing	What teacher is asking pupils to do
43 repeats pupils' responses	15 repeat on a certain page
	16 repeat what other pupils said

E4.5 Directive

What teacher is doing	What teacher is asking pupils to do
-----------------------	-------------------------------------

02 gives instructions	03 look on a certain page
	12 volunteer
	18 bring materials from home
	48 fill up blanks

E5 Actions under Motivational Techniques

What teacher is doing	What teacher is asking pupils to do
22 greets pupils	23 participate
30 reinforces pupils	32 complete
	37 cheer each other

E6 Actions under Assessment Procedures

What teacher is doing	What teacher is asking pupils to do
24 goes around class marking	08 write assignment
25 marks queuing pupils	36 exchange books for marking
26 marks while others work on assignment	38 bring books for marking
	52 answer evaluative question

E7 Actions under Extraneous Activities

What teacher is doing	What teacher is asking pupils to do
09 folds arms	29 pray
11 attends to visitor	54 answer questions outside task
12 talks to observer	
15 looks at the watch	
29 opens locker	
44 laughs	
50 looks at pupils	
54 does nothing	

7.3 Teacher Profile

The number of items a teacher was recorded as having performed certain actions under one of the above categories - in all the observed lessons in a particular subject - was found by determining the frequency of the relevant codes. Each such frequency was then divided by the number of actions in that category. The resulting number thus calculated indicates the rate at which that category was being visited. For example, the category "Instructional Strategies" has 43 actions. If the frequency for that category is 435, then the rate at which it is visited is $435/43 = 10.12$. This means that each of the 43 actions in that category was performed 10.12 times on the average. The figure, therefore, provides a measure of popularity of that category.

In summary, the steps followed in constructing a teacher's subject profile were:

Step 1: All the recorded teacher's actions were coded.

Step 2: Each teacher action (both what she is doing and what she is asking pupils to do) was placed in an appropriate category.

Step 3: A count of all the teacher's actions in the lessons (at least three) in which she was observed in a subject was taken in each category.

Step 4: The rate at which each category was visited was calculated.

Examples

If there were 28 actions classified as motivation (E5), the rate at which this category was visited is $28/5 = 5.60$ since there are 5 actions classified as motivational.

The following is an example of a teacher profile as derived from the study:

Teacher 01	School 02	Subject: English	Standard 3
Classroom management and organization			0.42
Teacher control and sanctions			0.20
Subject content and peculiarity			1.20
Motivational techniques			5.60
Assessment procedures			1.00
Extraneous activities			0.40
Instructional strategies			3.95
- Questioning			8.55
- Expositive			1.63

- Physically active	3.44
- Repetitive	0.33
- Directive	1.40

7.4 Overall Teacher Profiles

Overall profiles were compiled for the teachers who were observed in at least four subjects. There were 50 such teachers in nine of the schools. In the tenth school, subject teaching was practised in all the classes, so that no one teacher was observed teaching four subjects. The 50 teachers were distributed in the 9 schools as follows:

School	Number of Teachers
01	3
02	6
03	6
04	7
05	5
06	4
07	7
08	5
09	7
Total	50

7.4.1 Example of An Overall Teacher Profile

Table 28 provides an example of an overall teacher profile based on school 01 in standard 3.

Table 28: Overall Profile for Teacher 01 in Standard 3 and School 02

Category	Maths	Science	English	Sesotho	Social Studies
Classroom management and organization	0.81	0.58	0.42	0.50	0.54
Teacher control and sanctions	0.00	0.10	0.20	0.50	0.20
Subject content and peculiarity	0.40	0.70	1.20	1.10	0.50
Motivational techniques	4.40	4.20	5.60	2.80	5.40

Assessment procedures	1.71	0.86	1.00	0.57	0.57
Extraneous activities	0.20	0.10	0.40	0.60	0.30
Instructional strategies	3.67	3.19	3.95	2.35	2.79
- Questioning	5.82	7.27	8.55	5.00	6.55
- Expositive	2.00	1.88	1.63	1.13	1.50
- Physically active	4.19	2.31	3.44	2.13	2.06
- Repetitive	0.33	0.00	0.33	0.33	0.33
- Directive	2.00	1.00	1.40	0.40	0.40

The total overall teacher profiles, together with pupil profiles, appear in a separate document, "The Book of Profiles."

7.5 Analysis of Overall Teacher Profiles

The overall profile for each teacher was scrutinized in terms of the categories found to be the most dominant in all the subjects. If, for example, the category "Assessment Procedures" had the highest, second highest or third highest popularity in at least four of the five subjects observed for a certain teacher, then that category was regarded as dominant in her teaching. This means that there could be more than one dominant categories in the teaching for any one given teacher.

Table 29 shows the percentages of teachers for whom the respective categories were dominating. For example, "Assessment Procedures" dominate the teaching of 78 percent of the 50 teachers, and "Questioning" dominates the lessons of 90 percent of these teachers.

Table 29: Percentages of Teachers whose Teaching was Dominated by Respective Action Categories

Category	Percentage of Teachers
Assessment procedures	78
Subject content and peculiarity	48
Classroom management and organization	28
Teacher control and sanctions	28
Motivational techniques	22
Extraneous activities	2
Instructional strategies	
- Questioning	90
- Expositive	52

- Repetitive	30
- Physically active	28
- Directive	10

The dominance of the categories was not spread uniformly through all the schools. The only exception was the three most popular ones, namely "Assessment Procedures", "Questioning" and "Expositive". Table 30 shows the schools in which the respective categories were most dominant. For example, "Teacher Control and Sanctions" was most popular in schools 05 and 09.

Table 30: Dominance of Categories by School

Category	School								
	01	02	03	04	05	06	07	08	09
Classroom management and organization	x		x						
Teacher control and sanctions					x				x
Subject content and peculiarity				x		x	x	x	x
Motivational techniques	x								
Assessment procedures	x	x	x	x	x	x	x	x	x
Extraneous activities									
Instructional strategies									
- Questioning	x	x	x	x	x	x	x	x	x
- Expositive	x		x	x	x	x	x	x	
- Physically active		x						x	x
- Repetitive				x		x			
- Directive									

7.6 Instructional Strategies and Lesson Patterns

The 50 profiles were scrutinized further with a view to grouping the teachers according to their common characteristics determined by their dominating instructional strategies. Bearing in mind that questioning was the most dominating overall strategy for most teachers, some profiles showed that some teachers' lessons were predominantly a combination of, for example, questioning and explaining. These have been called "expositive questioners". Others use questioning, explaining and repetition. They are "repetitive expositive questioners". In all, seven types of styles have been identified. The eighth type consists of those who do not fall into any of the seven groups.

7.6.1 Outright Expositive

These teachers use a lot of explaining in their teaching. The following extract from a standard 3 Social Studies lesson, which has been translated from Sesotho, illustrates this point:

T: Tap water has been purified. Dam water is dirty; it is not fit for drinking. That type of water has to be purified first before it goes through the taps. River water and water from wells is

dirty. You contract many diseases if you drink it. At Ha Thaba, where do you get your water?

P: From the taps.

T: Are there taps?

P: Yes, Sir.

T: At Ha Thaba most of the water comes from the wells. It is sold as well. That water is from wells. We end here. Go to the toilet.

7.6.2 Outright Questioner

A lesson may seem to be just a series of questions from the teacher and answers from the pupils. This is an extract from a standard 1 Science lesson (translated from Sesotho):

T: What do we see here?

P: A chair.

T: What do we use?

P: We use chalk.

T: Thabo, what do we write on?

P: On a slate.

T: What does another one say?

P: Chalkboard.

7.6.3 Expositive Questioner

Some teachers do a lot of explaining and at the same time throw a lot of questions at the pupils. The cue for the explanations is often taken from the pupils' answer. This extract is from a standard 5 Mathematics lesson (translated from Sesotho):

T: ... Now, here, when a shopkeeper buys, he may pay less and then when he sells, what does he do?

P: He raises the price.

T: Yes, he raises the price a bit, so that he can make profit. You also sometimes buy a bag of oranges. You count the oranges so that when you sell you should not get two rand again. You want to sell each orange for so much, so that you can make profit....

7.6.4 Repetitive Questioner

Repetition is fairly common in lessons. Apparently, it is used sometimes to get the message across to as many pupils as possible in

a large class. The following extract is from a Standard 3 Mathematics lesson (translated from Sesotho):

T: ... What fraction has been shaded?

P: One whole.

T: What fraction has been shaded?

P: One whole.

T: We have shaded ...

P: .. one whole.

T: Why do you say one whole?

P: Because it has all been shaded.

T: Why do we say that?

P: Because it has all been shaded.

7.6.5 Physically Active Questioner

Some teachers do a lot of physical activity, usually in the form of writing on the chalkboard, while they are asking questions. The following standard 5 Science lesson is an illustration of this:

T: (Writes "Science" on the board) Take out your Science books.

P: (Five boys distribute books from the locker).

T: Put them on your desks.

P: (They put the books on their desks).

T: Which are the three groups of food?

P: Energy-giving foods.

T: (Writes response on the board) Good. Next.

P: Protective foods.

T: (Writes response on the board) Good. Next one.

P: Body-building foods.

T: Where do we find energy-giving foods?

P: Rice.

T: (Writes response) Protective foods?

7.6.6 Repetitive Expositive Questioner

This extract is from a standard 4 lesson (conducted in English and Sesotho).

T: ...Do you understand?

P: Yes.

T: They are called domestic animals because they live with people. Do you understand?

P: Yes.

T: They don't live in the forests, they live with us in the homes, not so?

P: Yes.

T: Yes. That's why they are called domestic animals. Do you understand?

P: Yes.

T: A domestic thing stays where? In the homes with people. Do you understand?

P: Yes.

T: Yes. Why do you call those people domestic animals? Why do you call those people domestic animals? Yes, Thabiso.

7.6.7 Expositive, Physically Active Questioner

In addition to the physical activity, some teachers also do a fair amount of explaining while questioning at the same time. The following extract from standard 5 Social Studies lesson is an example in which writing notes on the board contributes to the teacher's physical activity:

T: We have talked about Roman Catholics and Anglicans. Which one is left?

P: LEC.

T: Anglicans also built Masite. In the country we have many schools belonging to church denominations. On Monday we shall talk about the work of the LEC in Lesotho. Let us now copy the following notes. (Writes on the board: "Work done by ACL Missionaries") What does ACL stand for? I said it stands for Anglican Church of Lesotho. (Writes notes:

1. This church also built schools for children.
2. They built colleges for training the teachers.
3. They built St. Catherines for teachers.
4. They also built their churches.

5. Later they built a school for boys at Masite).

7.6.8 Other

The last group consists of those who do not fall into any of the above groups. Although they are still questioners too, their other characteristics manifest themselves rather moderately in their teaching.

The sample lessons in chapter 9 will further illustrate some of the above strategies.

8 PUPILS' ACTIONS IN THE CLASSROOM

8.1 Pupil Learning Strategies

Pupils' learning strategies are not easy to describe due to the complex nature of their involvement in classroom activities. The study, however, had, among other things, to address the issue: What are the learning strategies of children? As an attempt to investigate these strategies, the observation instrument used was designed such that the classroom on-and-off-task pupils' activities were recorded under the following headings:

- a) What students do in response to what the teacher has asked them to do.
- b) Other activities they do outside of what they have been asked to do.

Since the information collected was not pre-coded, the observers recorded under the appropriate heading as much as possible the activities that occurred. After studying the collected information, seventy-nine (79) numerical codes were developed under the first heading and forty-five (45) under the second. The pupils' actions were then coded. The next task was to process the coded information.

While confronted with a similar task of analyzing pupils' classroom behaviour, Bennet (1976) had to develop a Pupil Behaviour Inventory because there was none available. This exercise involved, among other things, the collection of pupil behaviour items and then sorting them into categories. These categories have been adopted for this study, with some modifications.

8.2 Categorisation of Pupils' Actions

Following is the list of categories and sub-categories of pupils' actions. The meanings of terms such as "preparation" and "making/extraneous" will become clearer when the actual actions are grouped under the categories in the next section.

Category 1 Work Activities

- Preparation
- Writing
- Reading
- Computation
- Making/extraneous
- Waiting
- Miscellaneous

Category 2 Interaction

- Asking (a teacher or classmate)
- Responding (individually, in chorus or by physical action)
- Cooperating (by physical action or verbally)

Category 3 Antiwork Activities

- Play
- Attracting attention

Negative/disruptive

Category 4 Other Activities

Watching
Avoidance

Category 5 Movement

Fidget
Classroom movement

8.3 Actions under Various Categories

The pupils' actions were grouped under each category as indicated below. Note that the figures on the left-hand column refer to the codes for the respective actions.

8.3.1 Category 1: Work Activities

Preparation

12 Distribute books
15 Look at teaching aids/bring in teaching aids
16 Keep quiet
41 Return to their seats/sit down
47 Stand up/remain standing
48 Stop reading/writing/Close books/collect books
49 Take out books from bags
50 Go out/go out for a lesson
51 Return to class

Writing

02 Write in their exercise books/Open exercise books or textbooks
03 Draw in exercise or ground
10 Write on chalkboard
22 Answer questions in writing
30 Fill in blanks in exercise books

Reading

08 Read silently
09 Read aloud/spell/dictate

Computation

23 Measure
42 Count

Making/Extraneous

13 Act/role play/dramatize
32 Smell
33 Touch/demonstrate/model
35 Sing
39 Manipulate aids

Waiting

24 Queue for marking

Miscellaneous

01 Look at teacher (listen silently)
04 Raise up hands
06 Greet the teacher

- 27 Cheer each other
- 37 Pray
- 44 Pick up a dropped object
- 45 Open a door
- 53 Go out to deliver message/pass something

8.3.2 Category 2: Interaction

Asking

- 18 Ask teacher question
- 19 Ask each other question

Responding

- 17 Recite a poem
- 20 Repeat their answers (individually)
- 21 Repeat their answers (in chorus)
- 25 Imitate/Repeat what teachers said
- 26 No response
- 28 Define a word/Explain/Describe
- 29 Complete a teacher's sentence
- 31 Give different answers to one question
- 34 Identify
- 36 Complete
- 38 Come forward
- 40 Look at the chalkboard
- 43 Point at the chalkboard/picture in the book
- 55 Answer recall yes/no question (individually)
- 56 Answer recall yes/no question (in chorus)
- 57 Answer recall question explanatorily (individually)
- 58 Answer recall question explanatorily (in chorus)
- 59 Answer deductive yes/no question (individually)
- 60 Answer deductive yes/no question (in chorus)
- 61 Answer deductive question explanatorily (individually)
- 62 Answer deductive question explanatorily (in chorus)
- 63 Answer evaluative yes/no question (individually)
- 64 Answer evaluative yes/no question (in chorus)
- 65 Answer evaluative question explanatorily (individually)
- 66 Answer evaluative question explanatorily (in chorus)
- 67 Answer rhetorical yes/no question (individually)
- 68 Answer rhetorical yes/no question (in chorus)
- 69 Answer rhetorical question explanatorily (individually)
- 70 Answer rhetorical question explanatorily (in chorus)
- 71 Answer yes/no question outside task (individually)
- 72 Answer yes/no question outside task (in chorus)
- 73 Answer question outside task explanatorily (individually)
- 74 Answer question outside task explanatorily (in chorus)
- 75 Answer unclassifiable yes/no question (individually)
- 76 Answer unclassifiable yes/no question (in chorus)
- 77 Answer unclassifiable question explanatorily (individually)
- 78 Answer unclassifiable question explanatorily (in chorus)

Cooperation

- 05 Talk to each other
- 07 Form into groups/Form a circle
- 11 One leads the class/reports group work
- 14 Discuss
- 46 Volunteer
- 52 Answer each other's question
- 54 Put/show exercise books for marking/Exchange books for marking
- 79 Other

8.3.3 Category 3: Antiwork Activities

Play

- 25 Pass written messages around class
- 32 Throw papers/objects
- 38 Push each other
- 43 Chase each other
- 45 Play

Attracting Attention

- 05 Raise up hands
- 12 One goes to teacher/talks to the teacher
- 13 One cries
- 14 Stand up
- 18 Tell on each other
- 35 Snap fingers
- 37 Call teacher's name
- 42 Ask teacher questions (not on task)

Negative/Disruptive

- 01 Whisper among themselves
- 02 Talk among themselves
- 03 Sing
- 04 Fight
- 07 Make noise
- 08 Shout
- 15 Sleep
- 17 Hiss
- 19 Eat
- 20 Chew
- 21 Laugh
- 34 Assist each other to solve a problem

8.3.4 Category 4: Other Activities

Watching

- 09 Look out through the window
- 16 Look at visitor
- 31 Look at observer

Avoidance

- 11 One goes out/Asks for permission to go out
- 22 Write
- 23 Talk to observer
- 26 Read
- 27 Look at magazines

8.3.5 Category 5: Movement

Fidget

24 Cut pieces of paper

28 Sharpen pencil

29 Fiddle (with plastic bags, bookcases, etc.)

33 Exchange textbooks

Classroom Movement

06 Open windows

10 One comes into class

30 Exchange seats

40 Walk about/Run

41 One opens doors

44 Return to their seats/Sit down

8.4 Pupil Profile

The above pupil actions were used to construct pupil profiles. The process was similar to that used to construct teacher profiles. Thus, having counted the number of actions in a certain sub-category in the five lessons, the number was divided by the total number of actions in that category. The resulting number is an indication of the popularity of that sub-category. For example, the sub-category "Preparation" under the category Work Activities has 9 actions. If the frequency under "Preparation" in five Mathematics lessons is 44, then $44/9 = 4.89$. The pupil profile then is nothing but a series of numbers calculated this way in the various categories. Below is an example of a pupil profile in a single subject.

8.4.1 Example of Pupil Profile on a Single Subject

School	Teacher	Standard	Subject
02	01	3	English

Work Activities

Preparation	0.22
Writing	1.00
Reading	2.00
Computation	0.00
Making/Extraneous	0.20
Waiting	0.00
Miscellaneous	0.75

Interaction

Response (individually)	26.00
Response (in chorus)	2.00

Response (physically)	7.00
-----------------------	------

Asking

Asking (teacher)	0.00
------------------	------

Asking (classmate)	0.00
--------------------	------

Cooperation

Cooperation (physical)	1.50
------------------------	------

Cooperation (verbal exchange)	0.00
-------------------------------	------

Antiwork Activities

Play	0.20
------	------

Attracting attention	0.38
----------------------	------

Negative/Disruptive	0.31
---------------------	------

Watching	0.00
----------	------

Avoidance	0.40
-----------	------

Fidget	0.00
--------	------

Classroom movement	0.00
--------------------	------

Table 31 presents a pupil profile in all the five subjects.

Table 31: Example of a Pupil Profile in Standard 3, School 02 and Under Teacher 01

	Maths	Science	English	Sesotho	Social Studies
<u>Work Activities</u>					
Preparation	1.33	0.78	0.22	0.89	0.56
Writing	3.00	0.80	1.00	2.40	0.80
Reading	0.00	2.50	2.00	3.00	0.50
Computation	5.00	0.00	0.00	0.00	0.00
Making/Extraneous	2.20	0.00	0.20	0.20	0.20
Waiting	0.00	0.00	0.00	0.00	0.00
Miscellaneous	0.38	1.63	0.75	0.75	1.13
<u>Interaction</u>					
Response (individually)	18.33	25.67	26.00	14.00	20.33
Response (in chorus)	3.00	0.00	2.00	2.00	6.03
Response (physically)	9.00	3.00	7.00	3.00	1.03
<u>Asking</u>					
Asking (teacher)	0.00	0.00	0.00	0.00	0.00
Asking (classmate)	0.00	0.00	0.00	0.00	0.00
<u>Cooperation</u>					
Cooperation (physical)	1.00	0.50	1.50	0.00	0.00
Cooperation (verbal exchange)	0.40	0.20	0.00	0.00	0.00
<u>Antiwork Activities</u>					
Play	0.00	0.00	0.20	0.20	0.20
Attracting attention	0.38	0.13	0.38	0.25	1.00
Negative/Disruptive	0.38	0.31	0.31	0.54	0.38
Watching	0.00	0.00	0.00	0.67	0.00
Avoidance	0.40	0.40	0.40	0.20	0.00
Fidget	0.00	0.00	0.00	0.00	0.00
Classroom movement	0.17	0.00	0.00	0.00	0.00

8.5 Analysis of Pupil Profiles

Pupils' activities inside the classroom are dependent on the teaching strategies employed by the teacher. A teaching style therefore appears to be an important factor that determines the pupils' learning strategies.

The data on pupils' learning strategies yielded almost identical results in all the standards in the ten schools. The most prominent pupil learning strategy was responding. Teachers regularly asked questions (most of which needed recall) to which pupils were expected to respond, either individually or in chorus. Pupil-talk or response was therefore mostly initiated by the teacher.

Another common pupil-learning approach consisted of written work. Consequently, pupils in classes with a lot of written work often waited in queues for teachers to mark. Reading was also one of the main learning activities. The tendency was to read aloud for the class by individual pupils or by the whole class, particularly in subjects like Sesotho and English, and sometimes in Social Studies.

Sometimes pupils engaged in activities which were either initiated by the teacher or not directly related to learning. For example, they would attract the teacher's attention by raising up their hands or by calling the teacher by name. They also had certain ways of displaying indifference, such as chatting with their classmates on matters not related to what was supposed to be going on in the lesson. Some pupils would at times move around the classroom for various purposes or simply walk out of the classroom.

8.6 Samples of Pupils' Classroom Activities

Below are summary descriptions of the pupils' activities in selected classes. The rest of the descriptions appear in a separate document, "The Book of Profiles."

8.6.1 School 01 Teacher 18

The general practice is for pupils to write and then form queues to enable the teacher to mark their work, especially during Mathematics lessons. Their responses to teachers questions are provided both individually and in chorus. They are observed talking, shouting, and at times whispering, among themselves.

8.6.2 School 02 Teacher 04

Pupils mostly engage in writing. Their responses to the teacher's questions are given both individually and in chorus. At times there are several answers given individually by different pupils to the same question. Their teacher does a lot of explanation, after which she asks questions such as "Rea utloanang?" (Do we understand each other?); "Ha ke re?" (Is it not so?); "Na ho joalo?" (Is that so?). Pupils answer in chorus: "Yes Madam" throughout the lesson. At times they repeat either the teacher's words or other pupils' responses.

8.6.3 School 03 Teacher 03

The major learning activity is writing. The pupils answer a number of recall questions. They also do a lot of counting, particularly in Mathematics. While waiting for the teacher to mark their work, the pupils often talk among themselves and at times tell on each other.

8.6.4 School 02 Teacher 02

Pupils do a lot of choral reading of work written on the chalkboard. Alternatively, they read individually in front of the class. They often do writing, after which they queue at the teacher's desk for their work to be marked. Pupils also answer many recall questions. They raise up hands whenever they want to answer a question. They tend to chat among themselves when the teacher leaves the classroom.

8.6.5 School 04 Teacher 03

Choral repetition is common among pupils when responding to the teacher's questions. The following illustrates the point:

T: Tell me, what is this?

Class: Quarter.

T: Again.

Class: Quarter.

T: What?

Class: Quarter.

T: Here?

Class: Half.

T: Again.

Class: Half

In addition to answering teachers' questions, pupils do a lot of writing and reading.

8.6.6 School 04 Teacher 01

Reading to the class by individual pupils dominates activities in this class. Most of the written work is done on the chalkboard, a practice which causes a lot of movement among pupils in the classroom.

8.6.7 School 06 Teacher 08

Pupils mainly read even in subjects like Mathematics. For example, the teacher says: "Read the question." Pupils read in chorus: "Colour three-tenths of the trucks one colour". "How many beans in each subject?" The pupils' choral response is invariably "Yes Madam",

while at the same time they individually give several responses to a question.

Pupils like to talk among themselves and raise up hands and call out, "Madam", whenever they want to respond to a question posed by the teacher.

8.6.8 School 08 Teacher 07

Writing both in their books and on the chalkboard is one of the main activities of the pupils. There is frequent movement in the classroom caused by pupils leaving their desks, either to write or to point at the work written on the chalkboard. Pupils tend to respond verbally to the teacher's questions.

9 TEACHER-PUPIL INTERACTIONS

The picture that is emerging from the last two chapters is that the exchanges which take place between a teacher and a pupil consist mainly in the teacher asking questions and a pupil replying. The interaction between pupil and pupil is more evasive. When one enters a typical classroom one is met by a hubble-hubble from the pupils. Amidst this, one can hear a voice (usually high pitched) of a teacher. Occasionally, one hears the voices of pupils coming together in a chorus. They are answering a question from the teacher. No observer, no matter how astute, could resolve this pupil talk, some of which, no doubt, is outside the task at hand. A tape recorder does not help the situation. In these circumstances the observers did their best to record whatever they could pick up of the individual pupil talk. For the rest the best they could say was "pupil talk among themselves."

The sample lessons in this chapter serve to elucidate further the teachers' and pupils' actions in the classroom. They have been reproduced either from tape or from schedule 1. These lessons and the accompanying teacher profiles and pupil profiles are meant to give the reader a taste of the classroom exchanges between teachers and pupils. They also serve as examples of how strategies like questioning, repetition and expositive behaviour feature in actual lessons.

9.1 Sample 1

9.1.1 Teacher Profile

School 02	Teacher 03	Standard 2	Subject Mathematics
Classroom management and organisation		0.69	
Teacher control and sanctions		2.20	
Subject content and peculiarity		2.90	
Motivational techniques		1.80	
Assessment procedures		6.86	
Extraneous activities		0.70	
Instructional strategies		7.63	
- Questioning		12.36	
- Expositive		3.88	
- Physically active		1.44	
- Repetitive		40.00	
- Directive		4.40	

9.1.2 Pattern of Lessons

- a) Asks a few questions based on previous lesson.
- b) Introduces new topic which she leads with questions:
 - i) She throws in a question. Pupils raise up hands. One pupil is called upon to answer.
 - ii) If the answer is right, she either repeats this answer or she asks the class to repeat the answer in chorus.
- c) Occasionally, she gives a short explanation.
- d) At the end she gives exercises and goes round the class marking. She then gives some instruction or makes a remark about tomorrow's lesson.

9.1.3 Pupil Profile

School	Teacher	Standard	Subject
02	03	2	Mathematics

Work Activities

Preparation	3.33
Writing	7.00
Reading	0.50
Computation	7.00
Making/Extraneous	1.60
Waiting	0.00
Miscellaneous	2.00

Interaction

Response (individually)	53.00
Response (in chorus)	46.00
Response (physically)	3.00

Asking

Asking (teacher)	0.00
Asking (classmate)	0.00

Cooperation

Cooperation (physically)	0.00
Cooperation (verbal exchange)	0.40

Antiwork Activities

Play	0.80
Attracting attention	4.88
Negative/Disruptive	2.15
Watching	0.00
Avoidance	0.00
Fidget	0.00
Classroom movement	0.17

9.1.4 Topic: Half-Past, No of Pupils: 49, Period length: 24 Minutes
(Translated from Sesotho)

T: I told you to write numbers one to hundred as homework. Is it not so?

P: Yes, Madam.

T: Did you write those numbers down?

P: Yes, Madam.

T: Habofanoe, can you count for me numbers one to hundred. Stand up.

P: (Counts from one to hundred).

T: Clap hands for him. He is correct.

P: (Clapping their hands). Morning Star! Morning Star! Morning Star!...

T: Have you studied?

P: Yes, Madam.

T: Did you do finish writing them down?.

P: Yes, Madam.

T: Do you know which number this is?

P: Yes, Madam.

T: (Draws on the board). Come and write numbers that belong here.

P: (A girl comes up and writes 81, 82, 84, 88, 89, 900. She then counts from 80 to 90, the rest of the class counting after her).

T: Is that how to write "ninety"?

P: No, Madam. (The girl rubs off "0" and leaves "90").

T: Do you realize that she has learned how to write and read?.

P: Yes, Madam.

T: Clap hands for her. She is correct.

P: (Clapping hands) Morning Star! Morning Star! ...

T: Very good; you know your number work.
Now, today we are going to learn about time. Do you know time?

P: Yes, Madam.

T: When it is said that time is "o'clock", this means the clock hands are in which positions?

P: It is when the big hand is on 12.

T: It is when the big hand is on 12. (Draws a clockface and shows 8 o'clock). Who can tell me what time it is?

P: (Raise up their hands).

P: 8 o'clock.

T: She says the time is what?

P: 8 o'clock.

T: She says it is what? (She then shows 2 o'clock on the clockface).

P: 2 o'clock.

T: She says it is what?

P: 2 o'clock.

T: 2 o'clock.

P: 2 o'clock.

T: What about when it is said that time is "half-past"?

P: When the big hand is on 3.

T: She says it is when the big hand is on which number?

P: Three.

T: What is the time then?

P: Some) Half-past three.

T: Yes, it is said that it is "half-past" when the big hand is on 6.

P: (Some) Six.

T: When it is on 6. So remember then. Do you understand what time it is?

P: Yes, Madam.

T: Is it said that it is "half-past" when the big hand is on which number? Semakaleng.

P: When it is on 6.

T: When the big hand is on 6 it is "half-past". (Shows 2.30 on the clockface). Who can tell me what time it is now?

P: (Some say half-past two, others say half-past six).

T: Tell me the right time.

P: Half-past two.

T: What?

P: Half-past two.

T: Half-past two.

P: Half-past two.

T: In what position is the small clock hand when the time is half-past two?

P: (Raise up their hands).

P: It is on 2.

T: It cannot be in between; it cannot be on 2 exactly; but it is between 2 and 3. To show that the time has passed 2, it is no longer exactly on 2. Do you understand?

P: Yes, Madam.

T: (Makes hour hand point directly at 2 and a minute hand at 6) When I have done this will you say the time is half-past two?

P: No, Madam.

T: Why?

P: Some) The hand is not between 2 and 3.

T: What?

P: The hand is not between 2 and 3.

T: Yes. Since this hand is still pointing at 2, time cannot be half-past two. Do you understand?

P: Yes, Madam.

T: (Shows half-past nine on the clockface) Mokhethi, what time is it?

P: (Low voice).

T: Is he correct?

P: No, Madam (Some raising up their hands).

P: Half-past nine.

T: Half-past nine. Why does he say it is half-past nine?

P: The big hand is on 6. The small one is between 9 and 10.

T: Why?

P: Time is not six o'clock; it has passed it.

T: What?

P: The small hand should be between 9 and 10.

T: He says that time is half-past nine because this hand is between 9 and 10, and the big hand is on 6. When a watch works, in which direction do the hands move?

P: (Show direction of movement with fingers).

T: I see some of you doing this...! (Showing movement to the right). And others like this...! (Showing movement to the left). In which direction do the hands move?

P: To the right.

T: Towards the right. Now, whoever says it goes to the left it means that his watch goes like this. Is it not so?

P: Yes, Madam.

T: If I asked you to draw "half-past one" in your exercise books, would you be able to do it?

P: Yes, Madam.

T: Would you?

P: (Raise up their hands, standing and calling Madam, Madam...).

T: Sit down. Take it easy.

P: (Some sit down).

T: (Draws a clockface on the board).
How would you start drawing a clockface in your exercise books?

P: (Raise up their hands. They tell her what numbers to write on the clockface ... 12, 3, 6, 9).

T: And then what?

P: (Tell her to write, 1, 2, 4, etc. to complete).
Come and draw "half-past one".

P: (Raise up hands).

P: (Comes up to show "half-past one").

P: (Some still raise up their hands).

T: She is correct. Now, what do you want? Don't you see that this hand is between 1 and 2?

P: Yes, Madam.

T: She is correct. When the clock hands are in this position, it means that time is half-past one. Do you see that?

P: Yes, Madam.

T: What time is it?

P: Half-past one.

T: What time is it?

P: Half-past one.

T: What time is it?

P: Half-past one.

T: Half-past one.

P: Half-past one.

T: (Writes "half-past nine" on the board) Please take out your exercise books and draw "half-past nine" quickly.

P: (Take out their books and start writing).

T: Do not make noise.

(She repeats this reprimand periodically, as she goes around marking. After some minutes she says: "Sit down. We now go on to another subject lesson").

P: (Sit down).

T: Tomorrow you should come knowing the distinction between "o'clock" and half-past". Do you understand?

P: Yes, Madam.

9.2 Sample 2

9.2.1 Teacher Profile

School	Teacher	Standard	Subject
02	06	7	Mathematics

Management and organisation	0.96
Teacher control and sanctions	0.30
Subject content and peculiarity	0.20
Motivational techniques	0.40
Assessment procedures	3.71
Extraneous activities	0.60
Instructional strategies	2.28
- Questioning	4.00
- Expositive	1.75
- Physically active	2.25
- Repetitive	-
- Directive	0.80

9.2.2 Pattern of Lessons

- Writes problem on the board. The problem is worked out in a class discussion led by questions, a number of which are evaluative.
- She assigns more problems on the board for the students to do individually. She then moves around the class marking.
- Much of the explaining takes place during the introduction of a new topic, while writing and working sums on the board accounts for most of the physical activity.

9.2.3 Pupil Profile

School 02	Teacher 06	Standard 7	Subject Mathematics
--------------	---------------	---------------	------------------------

Work Activities

Preparation	1.56
Writing	4.80
Reading	0.00
Computation	0.00
Making/Extraneous	0.00
Waiting	0.00
Miscellaneous	0.50

Interaction

Response (individually)	0.93
Response (in chorus)	0.14
Response (physically)	1.33

Asking

Asking (teacher)	2.00
Asking (classmate)	0.00

Cooperation

Cooperation (physical)	2.50
Cooperation (verbal exchange)	0.00

Antiwork Activities

Play	0.40
Attracting attention	0.13
Negative/Disruptive	0.08
Watching	0.00
Avoidance	0.00
Fidget	0.00
Classroom movement	0.00

9.2.4 Topic: Fractions, No. of Pupils: 46, Period Length: 35 Minutes

T: Before I pass on to something else, I want to see those who still have difficulties with addition and subtraction of vulgar fractions. Do you all have no problems?

P: Yes, Madam (meaning no problems).

T: Now do this one (writes on the board $2\frac{1}{7} - \frac{3}{14}$).

P: (They take out their exercise books and start writing).

T: (Stands off the board and goes round the class marking. After a while she says "close your books and let's do the work on the board").

P: (They close their books).

T: What do we do?

P: We make the denominator the same.

T: This is the very last one (Writes $1\frac{1}{4} - \frac{7}{8}$ on the board).

P: (One pupil comes up to the board and writes:
 $1\frac{1}{4} - \frac{7}{8} = 1\frac{2}{8} - \frac{7}{8} = \frac{10}{8} - \frac{7}{8} = \frac{3}{8}$).

T: Now you understand.
Today we are coming to do multiplication of fractions.
Multiplication is a shorter of addition. Let's add:
 $75 + 75 + 75 = ?$ (Writes on the board).

P: The answer is 225.

T: Let's multiply $75 \times 3 =$ (Writes on the board).

P: Another answer is 225.

T: (Writes on the board:
(i) $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = ?$
(ii) $\frac{1}{4} \times 5 = ?$).

P: (One pupil comes up and writes answers:
(i) $\frac{5}{4} = 1\frac{1}{4}$
(ii) $\frac{5}{4} = 1\frac{1}{4}$).

T: Give one example that we should work out.

P: (One pupil gives the example:
 $\frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = 2$).

T: Let's work it out together. What is the answer?

P: It is $\frac{10}{5} = 2$

- T: Let's do this one: (Writes on the board:
 $\frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5} =$)
 What is the answer?
- P: (They raise up their hands. One gives the answer $2 \frac{4}{5}$)
- T: Now do this in your exercise books:
 (Writes $\frac{1}{5} \times 5$ on the board).
- P: (They take their books and work).
- T: (Goes around the class marking. After a while goes to the board and writes $\frac{5}{20} \times 20$). Now do this one.
- P: (They continue to work. Some pupils go to the teacher for marking. She continues going round marking).
- T: Some of you have finished, what about others?
- P: (Continue working).
- T: (Writes on the board: $\frac{3}{8} \times 4 =$). Do this one.
- P: (Continue working).
- T: (She is called out to attend to some matter).

9.3 Sample 3

9.3.1 Teacher Profile

School 10	Teacher 11	Standard 3	Subject Mathematics
Classroom management and organisation		0.62	
Teacher control and sanctions		3.40	
Subject content and peculiarity		0.90	
Motivational techniques		3.40	
Assessment procedures		1.29	
Extraneous activities		0.70	
Instructional strategies		11.63	
- Questioning		26.73	
- Expositive		9.38	
- Physically active		4.81	
- Repetitive		10.67	
- Directive		4.40	

9.3.2 Pattern of Lessons

Asks many questions prefaced by long explanatory statements. The questions require the pupils to utter short answers only. An example:

T: ... then we went on to talk about finding one quarter of a number. We said when we want one quarter of a number we should divide this number by what? William.

P: By four.

(N.B. Example translated from Sesotho).

9.3.3 Pupil Profile

School	Teacher	Standard	Subject
10	11	3	Mathematics

Work Activities

Preparation	1.89
Writing	0.80
Reading	0.00
Computation	2.50
Making/Extraneous	3.40
Waiting	0.00
Miscellaneous	1.50

Interaction

Response (individually)	8.11
Response (in chorus)	1.57
Response (physically)	2.00

Asking

Asking (teacher)	0.00
Asking (classmate)	1.00

Cooperation

Cooperation (physically)	0.50
Cooperation (verbal exchange)	1.60

Antiwork Activities

Play	0.20
------	------

Attracting attention	3.13
Negative/Disruptive	1.08
Watching	0.00
Avoidance	0.40
Fidget	0.75
Classroom movement	0.50

9.3.4 Topic: Edges, No. of Pupils: 73, Period Length: 23 Minutes
(Translated from Sesotho)

T: Can you tell me the names of shapes you know?

P: Square, triangle, circle, oblong.

T: What about rectangle?

The first person who told us the shape said "square".
How will I know when a shape is square?

P: It has four equal sides.

T: How will I know a rectangle?

P: It has four equal sides but long.

They are four but not equal.
They are four, of which two are equal and another two equal.

T: (Draws a rectangle on the board).
How will I know a triangle, Nkhasi?

P: It has three sides.

T: What about a circle? 'Maposo.

P: It is round.

T: How many corners does a square have? Thuso.

P: Four.

T: How many does a rectangle have?

P: The corners are four.

T: What about a triangle? Moferefere.

P: Three.

T: Let us talk about this cassette which I am holding in my hand.

P: (They look at the cassette).

T: Priska.

P: They are four.

T: (Counts the corners of the cassette up to eight and then picks on a boy). Nkhatho.

P: They are eight.

T: What is this? (Pointing at edges) (Takes an empty cigarette box from the locker and points at the edges). How many corners does it have?

P: They are eight.

T: What do we call this from here to here?

P: Edge.

T: If this is an edge, how many edges does this box have?

P: (Raise hands saying: Madam, Madam, Madam ...).

T: Monaheng Nkopane.

P: They are six.

T: Come and point at them. Take this box and point at the edges.

P: (Counts edges).

T: Makhabane, what are you writing there now?

P: (No reply).

T: Tokelo, how many are they?

P: They are four.

T: Show us.

P: (Shows the edges).

T: Did we say the edges are here?

P: They are twelve.

T: (Gives the boy the box) Makoe, how many are they? Show us the edges.

P: (Shows edges and counts).

T: What about you? How many are they?

P: (Aside: We do not see them).

T: How come I do not agree with those who say eight!

P: (Raise hands) Madam ...

T: Yes!

P: They are eight.

T: (Counts the edges). My box has twelve edges. What about corners?

P: Eight.

T: This cassette has how many edges, Ntsoaki?

P: They are twelve.

T: (Counts edges on cassette. Takes a pencil case from box). This pencil case has how many corners, Thabiso?

P: Eight.

T: If the corners are eight, how many edges? Majara.

P: (Counts).

T: You are counting corners and not edges (Picks up a match box). This match box has how many, Mpeli?

P: Eight.

T: (Counts edges).
We talked about edges and corners. There is another point we did not discuss. What is it called?

P: Face.

T: (Writes "face" on chalkboard. Points at faces on a match box).

P: (Counts faces on the match box which are being pointed at).

T: (Takes a pencil box). How many faces are there here?

P: They are six.

T: We have twelve edges and six faces. By the way, how is six related to twelve? Mavys, show us how much you know.

P: Half.

T: If six is half of twelve, how is eight related to twelve?

P: Two over four.

T: What? (Works on chalkboard: $2/4$ of 12)
By how much is twelve larger than eight?

P: By four.

T: Therefore we disagree that it is $2/4$. I just wanted to see whether we still remember last week's lesson.
(Takes an empty beer can, holds it up and asks)
Mahloibi, How many edges are there here?

P: They are two.

T: Show them to me.

P: (Points at bottom of tin).

T: You.

P: (Points at edges).

T: How many faces are there?

P: They are two (Points at top and bottom).

P: (Points at body of the tin).

P: (Points at top and bottom and body of tin).

T: Yes, right. (Takes cigarette box). How many edges does this box have? Nkhasi.

P: There are eight.

T: (To another pupil) How many are they?

P: Four.

T: Show them to us.

P: (Shows edges on cigarette box).

T: Duster has how many faces?

P: They are twelve.

T: After I have drawn on the chalkboard will you tell me the edges and faces?

P: Yes, Madam.

T: (Goes out).

9.4 Sample

9.4.1 Teacher Profile

School 10	Teacher 19	Standard 2	Subject Science
--------------	---------------	---------------	--------------------

Classroom management and organisation	0.73
Teacher control and sanctions	1.90
Subject content and peculiarity	0.20
Motivational techniques	2.80
Assessment procedures	0.43
Extraneous activities	1.80
Instructional strategies	4.84
- Questioning	11.91
- Expositive	4.75
- Physically active	1.63
- Repetitive	0.67
- Directive	2.60

9.4.2 Pattern of Lessons

- Introduces lesson by stating what is going to be done or asking the pupils to turn to a certain page.
- The body of the lesson led with questions and instructions (Sometimes appears baffled by the size of the class).
- Ends by giving instructions on what they should do next, such as to move to another class, or bring back the books.

9.4.3 Pupil Profile

School 10	Teacher 19	Standard 2	Subject Science
--------------	---------------	---------------	--------------------

Work Activities

Preparation	1.00
Writing	2.00
Reading	0.50
Computation	0.00
Making/Extraneous	1.60
Waiting	0.00

Miscellaneous	1.25
---------------	------

Interaction

Response (individually)	2.96
Response (in chorus)	0.29
Response (physically)	0.67

Asking

Asking (teacher)	1.00
Asking (classmate)	0.00

Cooperation

Cooperation (physical)	1.00
Cooperation (verbal exchange)	2.20

Antiwork Activities

Play	0.00
Attracting attention	0.00
Negative/Disruptive	2.26
Watching	0.20
Avoidance	0.00
Fidget	0.00
Classroom movement	2.17

9.4.4 Topic: Soil, No. of Pupils: 63, Period Length: 45 Minutes
(Translated from Sesotho)

T: (Puts bottles, basin of water, soil and stick on the table). I said that everybody should bring along his/her own materials to use. Put the materials in front of you like me.

(Talks to a girl). I did not say on the table; I said in front of you.

(Turns the pages of a book). Open your books in here.

(Holds book facing pupils).

P: (Look at teacher's book and turn pages. One reports)
They are kicking their bottles.

T: Please, those who report others are making noise. Now, what do you see here in the picture? Answer me, my boy.

P: I see bottles of "canfruit".

T: Is he correct?

P: Yes, Madam.

T: Yes. How many bottles does he see?

P: Three.

T: And what else.

P: I see sticks in the bottles.

T: Good. How do you know that they are sticks?

P: I know because they are in these bottles.

T: Oh! let us see what else we can identify.

P: We see jam in the bottles.

T: (Laughs), Is it jam?

P: Yes, Madam.

T: Why do you say it is jam?

P: Because it is inside "canfruit".

T: Is "canfruit" containing jam?

P: And peaches.

T: Oh! Let us say it is soil. What do you think this soil is used for?

P: To make "hard porridge" when playing house.

T: (Laughs) You know, you may be right. Then these sticks are used to stir the porridge? Do you usually stir porridge when playing house?

P: Yes, Madam (Aside talking among themselves: "When we are pretending that we are fathers - laughter -and mothers").

T: Oh, I see. Now we are going to stir porridge in our play house. Everybody should do what I tell him/her to do. Please, put your books away before they get destroyed.

P: (Pass books. Two boys and two girls collect them and put them on the table).

- T: (Pours soil in the three bottles, pours water, stirs, holds up, looks at bottles, one at a time). Take your bottles and put the soil in.
- P: (They pour soil in bottles, talking among themselves: "Mine has a narrow opening, lent me a spoon so I can use it to pour the soil in," says one pupil. Another replies: "You are crazy. Lethole, come next to us. These girls are bothersome").
- T: Reduce the amount of soil so that it fits into those three bottles. You should listen carefully. Put in enough water in your bottle. When you are through putting in water you should watch and tell me what is happening inside the bottle.
- P: (They help each other pour into bottles, they shake and stir and watch what happens. One reports: "They splash water on us, Madam 'Mathapelo").
- (Pupils talking among themselves:
 "Thabo look, that soil block is dissolved".
 "Mine has turned the water red".
 "Take out those pieces of grass so that only soil remains; sift with your hand".
 "You Mpho, pour in here, you will not see because your bottle is dark".
 "Hey, man, it is like hail water".
 A bottle breaks and two boys start fighting and others crowd around laughing).
- T: (Goes to the fighting boys and hits them). You are silly; how can you fight here in school where you know you are not supposed to? Remove those pieces of bottle before they injure other children. All of you who were watching, come here. Now you are quiet, you witches! What do you see in the bottles?
- P: I see that the soil block is dissolved.
- T: You see that the soil block is dissolved. What else?
- P: Pieces of grass. My soil was full of pieces of grass; now the pieces are up here.
- T: Is it pieces of grass and what else?
- P: The water is dirty.
- T: Good. Now everybody should pour the water slowly on his/her hand and feel how it is.
- P: (They pour water out through their fingers)
 Discussion: "Hey, it is hot".
 "Mine is still cold; it is like porridge".
 (Aside: "Teacher they are splashing water on us").
- T: Be careful; do not splash water on others, please. What do you feel when you touch with your hands?

P: My water is finished. I feel rough soil.
I also take out the soil ; I feel rough soil too.
My soil is rough.

T: Stirring is over. Now I want you to tell me what you feel when
you touch with your hands. What do you feel?

P: I feel mud.
I feel soil with small stones.

T: Go wash your hands and then go to Madam 'Matsupane.

P: Run off.

9.5 Sample 5

9.5.1 Pupil Profile

School 02	Teacher 05	Standard 5	Subject Social Studies
Classroom management and organisation		0.96	
Teacher control and sanctions		0.90	
Subject content and peculiarity		0.10	
Motivational techniques		0.80	
Assessment procedures		0.71	
Extraneous activities		0.50	
Instructional strategies		2.86	
- Questioning		6.55	
- Expositive		0.75	
- Physically active		2.44	
- Repetitive		0.33	
- Directive		1.00	

9.5.2 Pattern of Lessons

- a) Instruction dominated by recall questions such as
 - who was the King's advisor?
 - what was it that the people needed?
- b) Writes pupils' responses on the chalkboard and engages pupils in
either pointing or looking at teaching aids.
- c) Is seen moving at different parts of the classroom throughout a
lesson period.

9.5.3 Pupil Profile

School 02	Teacher 05	Standard 5	Subject Social Studies
<u>Work Activities</u>			
Preparation		2.50	
Writing		1.40	
Reading		0.00	
Computation		0.00	
Making/Extraneous		0.00	
Waiting		0.00	
Miscellaneous		0.00	
<u>Interaction</u>			
Response (individually)		23.00	
Response (in chorus)		0.00	
Response (physically)		6.00	
<u>Asking</u>			
Asking (teacher)		0.00	
Asking (classmate)		0.00	
<u>Cooperation</u>			
Cooperation (physical)		6.00	
Cooperation (verbal exchange)		0.50	
<u>Antiwork Activities</u>			
Flay		0.00	
Attracting attention		0.20	
Negative/Disruptive		0.13	
Watching		0.15	
Avoidance		0.00	
Fidget		0.20	
Classroom movement		0.00	

9.5.4 Topic: Oceans and Countries, No. of Pupils: 62, Period Length: 33 Minute

- T: (Writes "Social Studies") Tell me the name of the ocean that you know.
- P: Pacific Ocean
- T: Yes, another one?
- P: Indian Ocean.
- T: Another one. Lineo.
- P: Artic Ocean.
- T: (Hangs maps on the wall) Take your atlases.
- P: (Five boys distribute atlases from the teacher's table).
- T: (Stands aside. Takes up the atlas and then looks at the map). I want someone to show Artic Ocean on the map.
- P: (A girl goes to the map and then points at the ocean).
- T: Turn to page 38. She is correct. Look at it in your atlases page 38. Do you see it?
- P: (They look at their atlases) Yes, Madam (in chorus).
- T: (Goes around) Show me.
- P: (They each point at the ocean).
- T: (Goes to the front) Right. Show me the Pacific Ocean.
- P: (They look at their atlases).
- T: (Goes around. Goes out. Comes in holding the world globe. Points at the ocean on the globe and then puts the globe on the table). Right, there is the Artic Ocean on the globe. Who can show me Pacific Ocean on the globe? Who can show me Pacific Ocean on this globe? Likhapha.
- P: (They look at the globe. Likhapha goes and points at the ocean on the globe).
- T: Good. That is Pacific Ocean. What about Indian Ocean? (Goes around).
- P: (They look at the atlases. Two girls go to another class in the same hall. They come back).
- T: Yes, who can show us on the globe? Moruti.
- P: (Moruti goes and points at the ocean on the globe).

T: (Points at the globe). Good. This is Indian Ocean.

P: (They look at the globe).

T: Tell me the continents of the world.

P: Africa, Asia, Europe, Australia, America.

T: In which continent is Lesotho?

P: Lesotho is in the Continent of Africa.

T: (Goes around). Who can show us the Continent of Africa on the map.

P: (They look at the atlases. A boy goes to the globe and points at Lesotho).

T: Which ocean is nearest to Lesotho? Jeremia.

P: (They look at the atlases. They raise up their hands. Jeremia points at Indian Ocean on the globe).

T: (Points at the map on the wall) Good. Here is Indian Ocean.

P: (They look at the map on the wall).

T: Which is the farthest ocean from Lesotho? Mabonunu.

P: (They look at the atlases). Artic Ocean is the farthest.

T: (Writes responses) Good. Which countries surround Lesotho?

P: Cape Province surrounds Lesotho.

T: Next, Moleboheng.

P: Orange Free State.

T: Nkopane.

P: Natal.

T: (Points at the board). These are the three countries that surround Lesotho.

P: Look at the board.

T: (Cleans the board). That is all for today. You may go out to toilets. Collect atlases before you go.

P: They collect atlases. They all go out).

9.6 Sample 6

9.6.1 Teacher Profile

School 02	Teacher 04	Standard 1	Subject Science
Classroom management and organisation		0.35	
Teacher control and sanctions		2.30	
Subject content and peculiarity		0.00	
Motivational techniques		3.00	
Assessment procedures		1.14	
Extraneous activities		0.60	
Instructional strategies		10.12	
- Questioning		18.82	
- Expositive		12.38	
- Physically active		0.50	
- Repetitive		33.33	
- Directive		4.20	

9.6.2 Pattern of Lessons

- a) Makes a remark or poses a question that reminds pupils of the previous lesson.
- b) Directs lesson with a lot of questions. Pupils raise up their hands. She calls them by name to answer.
- c) Repeats pupils' answers.
- d) Often takes time to make a wordy explanation punctuated by "ha ke re?" (is it not so?) to which the pupils reply "Yes, Madam". Talks very fast.
- e) Ends the lessons by giving some instructions on the next day's lesson, usually on what the children should learn or bring from home.

9.6.3 Pupils Profile

School 02	Teacher 04	Standard 1	Subject Science
<u>Work Activities</u>			
Preparation		0.67	
Writing		0.00	
Reading		0.00	
Computation		0.00	
Making/Extraneous		0.00	
Waiting		0.00	
Miscellaneous		2.50	
<u>Interaction</u>			
Response (individually)		83.67	
Response (in chorus)		25.00	
Response (physically)		0.00	
<u>Asking</u>			
Asking (teacher)		0.04	
Asking (classmate)		0.00	
<u>Cooperation</u>			
Cooperation (physically)		0.00	
Cooperation (verbal exchange)		0.00	
<u>Antiwork Activities</u>			
Play		0.40	
Attracting attention		0.38	
Negative/Disruptive		0.77	
Watching		0.33	
Avoidance		0.00	
Fidget		0.00	
Classroom movement		0.17	

9.6.4 Topic: Animals That Live in Water, No. of Pupils: 74 Period
Length: 17 Minutes

(Translated from Sesotho)

T: Yesterday we were talking about water. About what?

P: Water.

T: Where is water found?

P: (Raise up their hands, some stand up).

T: Yes, I usually tell one to just raise one's hand. Nthabiseng.

P: From the tap.
(Some raise their hands saying, Madam, Madam, Madam!).

T: I can still see you even when you are sitting down. Water is found from the tap. Where else is water found? Mpho.

P: From the dam.

T: At the dam. Ramosoeu.

P: From the well.

T: From the well. Liemiso.

P: In the bath tub.

T: What? oh, she says that water is found in the bath tub. Where else? Is it not true that water in the bath tub has been put in there by someone?. You can fetch water from the tap and pour it in the bath tub. Not so? Or when it rains water can go into the tub. Not so?

P: Yes, Madam.

T: From the well. Somebody give us another answer. Teboho Ntsinyi.

P: From the tank.

T: From the tank. Lehlohonolo.

P: Ocean.

T: Ocean. Monaheng.

P: From the stream

T: From the stream. Tlali.

P: From the tap.

T: Yes. So we realize that water is found in many places, including dams, rivers, lakes. Not so?

P: Yes, Madam.

T: Yes. Then, I said that water has many uses. What is water used for?

P: (Raise up their hands, saying Madam, Madam, Madam).

T: Yes, Maipato. I said you should tell me what you use water for at home. Do not tell me something that you yourself have not used water for.

P: (Raise hands, saying Madam, Madam ...).

T: I will beat you for this habit of saying "Madam". Sit down; I can see what you are doing. Just raise up your hands. Maele, what is water used for?

P: For watering.

T: For watering. Thabang.

P: For washing.

T: For cooking. Toloane.

P: For washing.

T: For washing. You wash with water. Nthabeleng.

P: For watering.

T: For watering. What is water used for? Moroanyane?

P: For washing with.

T: For washing with. Yes. What is it used for? You?

P: For drinking.

T: For drinking. What else is it used for?

P: For washing dishes.

T: For washing dishes. What else? What is it used for? Thabang Mafantiri?

P: For cooking.

T: Yes, for cooking. Thabang what are you saying? What is water used for?

P: Animals drink it.

T: Yes, animals drink it. What about you Tankiso? What is water used for?

P: For washing.

T: Yes, now you can see that uses of water are....

P: ... many.

T: Many. Water is used a lot. Water is the foundation of life. If there is no water, we will all die. You will stay dirty if there is no water.

P: (Two boys are fighting).

T: Tsepo, come here. You and Thamae come to me quickly. Fast. Fast. You are wasting my time. You don't know how to keep calm like other children. (She beats the two boys and they go back to their seats). As I was saying to you, if we ran out of water, all of us would die. This is because if there is no water you will be dirty, and as soon as you are dirty you will be infested with what?

P: Lice.

T: Lice. You will be infested with what? A person who is dirty and does not wash is infested with lice because a louse likes dirt; it also likes dirty smell. Not so?

P: Yes, Madam.

T: But when you are clean because there is water do you smell?

P: No, Madam.

T: Do you have lice?

P: No, Madam.

T: Yes. When there is no water you will starve. Is there anyone among you who is hungry now?

P: No, Madam.

T: You are not hungry because you ate at home. The food you ate was cooked with....

P: ...water.

T: Yes. Now you can see that, when there is water, one stays clean and does not get hungry. For example, you have washed; your clothes are also clean; and your tummies are full of food cooked with water. Water has many uses. Someone said that water is used for drinking. Do you realize that when you are thirsty you do not feel well. Your eyesight fails and you feel dizzy because your body needs...

P: ...water.

T: It happens sometimes that somebody gets burned badly. When one's body is burned, one losses a lot of water. Do you realize that when one gets burned one develops blisters? Do you realize that blister is full of water and not blood?

P: Yes, Madam.

T: Yes. Now, when somebody has his body burned and is full of blisters, water is squeezed out of the blisters. But some water is also put into the body because the human body needs it. Do we understand each other?

P: Yes; Madam.

T: Not only for a human being, but also for animals. You are aware that when it is hot an animal stops moving. It has to be moved to drink water from the dam, well or tap because its body needs water. Is there an animal which does not drink water? No. Is there a person who does not drink water? No. Do you know how much water a human being needs to drink per day?

P: No, Madam.

T: Lots of water. Even if sometimes you don't feel thirsty and the day goes by without drinking water, try to drink at least a cup of water because your body needs it. When you feel thirsty it is because your body needs water badly. When you are without water for a long time you die. Not so?

P: Yes, Madam.

T: Good. Plants need ...

P: ...water.

T: Water. Why do you water the plants? Why are they watered? Mohale said that water is used to water the plants. Why do you water them, boy?

P: (Talks softly).

T: Speak loud.

P: So that they should grow.

T: He says that they are watered so that they should...

P: ...grow.

T: Grow. Yes. If you can transplant cabbage seedlings and ignore watering them, they will dry up, not so?

P: Yes, Madam.

T: But when you continue watering them they stay green and healthy. The same goes for other vegetables such as spinach and turnip.

Similarly, when a person does not drink water his face becomes greyish as if he has put grey powder on it. His body dries up. Have you seen a child who has had diarrhoea?

P: No, Madam.

T: When a child is very sick and has diarrhoea, do you know how he looks like?

P: No, Madam.

T: He becomes dehydrated. Is it not true that when you have diarrhoea at home you are given water to drink?

P: Yes, Madam.

T: Yes, when you have diarrhoea you are made to drink water. That water makes your skin smooth and normal again. So even vegetables or plants like maize will dry up if you do not water them or it does not rain. Therefore, we can see that use of water is very....

P: ...very important.

T: Very important. Water has many uses. Therefore, let us conserve it, my darlings. Are we together?

P: Yes, Madam.

T: Let us conserve it, because it is clean water which can be of use to us. What kind of water can be of use to us?

P: Clean water.

T: Clean water. When you drink dirty water you will be sick. But if you drink clean water you will be healthy. How will you be?

P: Healthy.

T: Healthy. If you wash clothes with clean water, they will be clean too. But with dirty water they will not be clean. Do you realize that?

P: Yes, Madam.

T: So, even here at school let us make sure that we conserve water rather than waste it because it is useful. After your school meals you should not go and open the taps and let the water run out. Do you see that by so doing you will be wasting? Are you aware that even important people close their water taps?

P: Yes, Madam.

T: Do you see how much trouble your parents go through at home when the taps are locked?

P: Yes, Madam.

T: Yes. They want the water because if you stay thirsty you will die. So they have to fetch water all over the place with buckets. Therefore, when there is water be careful that you do not play with the taps. Those of you who go home past Bereng High School make sure you do not play with its water taps by opening them. The same goes for those who go past Mojela Village. Do not show off by demonstrating to each other that you know how to drink from the tap. Conserve water because it is the source of...

P: ...life.

T: Of life. Good. Now today we are going to talk about animals that live in water. Who can tell me the names of animals that live in water? Tell me their names.

P: (Some raise up their hands).

T: I see the same hands all the time. Jabulane.

P: (Does not respond).

T: You had raised your hand, had you not? So tell me since you had raised your hand. Which animals live in water? Which ones? Yes, Ntlama.

P: A frog.

T: She says a frog lives in water. Which other animals lives in water?

P: Madam, Madam,....

T: Yes. You have been quiet all along. Why are you making noise now? Ntsubise

P: A crab.

T: Ntsubise says a crab lives in water. Do you know a crab?

P: Yes (Some say no).

T: Which other animals live in water? Lesole.

P: A fish.

T: A fish. What else? Teboho.

P: Snake.

T: Snake. By the way, which snake do you know that lives in water?

P: Water-snake.

T: Water-snake lives in water. Is there any other besides those?

P: Puff-adder.

T: No. A puff-adder does not live in water, lady.

P: Fabulous water-snake.

T: Fabulous water-snake lives in water, and so does a crocodile. Not so?

T: Yes, Madam.

T: Good. Even the land monitor lizard lives in water. Do we understand each other?

P: Yes, Madam.

T: Okay. What else lives in water? Yes.

P: Tadpole.

T: Tadpole lives in water. What else lives in water. What is going on! What is going on! What is going on! Mphonyane.

P: Tadpole.

T: Yes, tadpole has been mentioned. What else lives in water?

P: A wild duck.

T: A wild duck. Wild ducks live in water. Is that not so?

P: Yes, Madam.

T: What else lives in water? Yes, 'Mabafokeng.

P: Ducks.

T: What?

P: Ducks.

T: Ducks live in water. Not so?

P: Yes, Madam.

T: Eh, ducks can live anywhere, even around the house. But also in the water, not so?.

P: Yes, Madam.

T: What else lives in water?

P: (Low voice).

T: What?

P: (Low voice).

T: What is it...?

P: (Low voice).

T: Is that so? What?

P: Those that live among reeds?

T: Which live among reeds? Yes. What else?

P: Wild ducks.

T: Yes. Wild ducks. Another thing that lives in water is a whirligig beetle. What did I say?

P: A whirligig beetle.

T: Do you know a whirligig beetle?

P: (Some say yes, others no).

T: Good. Now you can see that water can be put to many uses. Eh... eh... eh, I can say that water serves as a home for many animals. But you live in your family house, don't you?

P: Yes, Madam.

T: Yes. Some animals do not live in water. But if you took fish out of the water and put it out in the open, it will die because it is made to live in the...

P: ...water.

T: Water. When you go to the ocean you will find different types of fish. Not a single one can live outside water because it is made to live in the water. The frogs can live outside water. But they are naturally made to live where?

P: In the water.

T: In the water. Yes. What else? What else lives in water? A crab. Have you ever seen a crab moving about all over the place?

P: No, Madam.

T: Have you ever seen it do that?

P: No Madam.

T: Sometimes you may see it moving alongside a dam or river. But as soon as it sees something moving towards it, it immediately disappears into the....

P: into the water.

T: Into the water. Because in reality a crab lives inside water. Have you ever seen wild ducks moving about all over the place like other birds?

P: No, Madam.

T: Right now if you went to the playground there you will find a pigeon, not so? Is it not true that you find these many different types of birds out in the open?

P: Yes, Madam.

T: Can you find a wild duck there?

P: No, Madam.

T: But when you go to Tsalitlana (a nearby dam you will find wild ducks. Do you understand?

P: Yes, Madam.

T: Because they are made to live in the....

P: ... in the water.

T: In the water. Then we said another thing was a whirligig beetle. A whirligig beetle is a tiny insect which you will find running on top of water. Not so?

P: Yes, Madam.

T: They are well known to girls because they are the ones who kill them, not so?

P: Yes, Madam.

T: And I know that when you go swimming in the dam you carry them and make them lick your breasts. Is that not so?

P: Yes, Madam.

T: So you did not know what these creatures are?

P: No, Madam.

T: You only know how to catch them and put them against your breasts?

P: Yes, Madam.

T: Yes. You should know that it is a whirligig beetle. What did I say it is called?

P: Whirligig beetle.

T: When you collect those insects you should know that they are...

P: ... whirligig beetles.

T: Whirligig beetles. Good. Now you can see that water is useful to people, animals, plants and even animals that live in water. Do we understand each other?

P: Yes, Madam.

T: You should take good care of water. So do not forget. In the future when I ask you to tell me the names of the animals which live in water you should respond quickly. Do you understand?

P: Yes, Madam.

T: Good. You should say the names quickly, but you should know which ones they are. Now, tomorrow I want you to bring me some nails, stones, sticks, maize cobb, and corrugated pieces so that we can use them. Do you understand?

P: Yes, Madam.

T: Things like match boxes or small things like that which you can bring along. Do you understand?

P: Yes, Madam (One pupil asks: "Even a stone?").

T: What?

P: Even a stone?

T: Even a stone, a nail or piece of wire. Bring them with you I want to show you the many unusual things water can do. Do you understand?

P: Yes, Madam.

T: Good. Yes, everybody should bring some material. If you do not bring it you will be in trouble with me because you will have nothing to work with. Do you understand?

P: Yes, Madam.

T: Good. Now you should remember to bring those materials tomorrow. Not a single one of you should forget.

9.7 Sample 7

9.7.1 Teacher Profile

School 03	Teacher 01	Standard 3	Subject English
--------------	------------	---------------	--------------------

Classroom management and organisation	0.05
Teacher control and sanctions	0.01
Subject content and peculiarity	0.05
Motivational techniques	0.12
Assessment procedures	0.03
Extraneous activities	0.02
Instructional strategies	0.73
- Questioning	0.55
- Expositive	0.08
- Physically active	0.32
- Repetitive	0.01
- Directive	0.04

9.7.2 Pattern of Lessons

- a) Starts by writing the name of the subject on the board and saying what subject they are about to do.
- b) Leads the lesson with questions, often calling the pupils by name to answer. She writes the responses on the board.
- c) Most of the discourse is in Sesotho.
- d) Most of the teacher's physical actions consist in writing on the board and pointing to what is written there.

9.7.3 Pupil Profile

School 02	Teacher 01	Standard 3	Subject English
-----------	---------------	---------------	--------------------

Work Activities

Preparation	0.22
Writing	1.00
Reading	2.00

Computation	0.00
Making/Extraneous	0.20
Waiting	0.00
Miscellaneous	0.75

Interaction

Response (individually)	26.00
Response (in chorus)	2.00
Response (physically)	7.00

Asking

Asking (teacher)	0.00
Asking (classmate)	0.00

Cooperation

Cooperation (physical)	1.50
Cooperation (verbal exchange)	0.00

Antiwork Activities

Play	0.20
Attracting attention	0.38
Negative/Disruptive	0.31
Watching	0.00
Avoidance	0.40
Fidget	0.00
Classroom movement	0.00

9.7.4 Topic: Use of "Not" in a Sentence, No. of Pupils: 90, Period
Length: 50 Minutes
(Translated from Sesotho)

T: (Writes "English" on the board) Let's do English.

P: (They take out their exercise books and then write).

T: Do not write. (She writes "not" on the board).

P: (They put their exercise books on the desks).

T: (Points at the word "not") My word is "not". Which word goes with that?

P: It goes with "yes".

T: This word denotes negation. (Writes on the board:
"I am six years old") What is written here, 'Malebeta?

P: It is written "what is your name?"

T: Somebody help her.

P: "I am six years old".

T: Good. She is correct. What did she say, 'Malebeta?

P: "I am six years old".

T: Does that sentence denote negation?

P: It does not denote negation.

T: Why does it not?

P: It does not have the word "not".

T: I want you to give me the negative form of that sentence.

P: "I am not six years old".

T: (Writes responses on the board).

P: (One girl reports another one eating a raw peach).

T: Tlali, stop eating inside the classroom.

P: (Pupil throws away peach).

T: Somebody, give us a sentence in which we will use the word "not" later. 'Masello.

P: "Matseliso is going to the shop".

T: Does that sentence denote negation? Pule.

P: It does not because it does not include the word "not".

T: Let us give its negative form. Selloane.

P: "Matseliso is not going to the shop".

T: (Writes response on the board).
Yes. Another sentence please. Yes, Botha.

P: "Pulane was getting water".

T: Let us give its negative form. Moipone.

P: "Pulane was not getting water".

T: Good. Another sentence. Khabane.

P: "Isaac is reading a book".

T: Khabane has given a good sentence, based on what is actually happening.

P: "Isaac is not reading a book".

T: Another sentence.

P: "I am going to Maseru".

T: Let us give its negative form. Palesa.

P: "He is not going to Maseru".

T: Good. Kotoane is here; he is not going to Maseru. Another sentence, Mpho.

P: "Lehlohonolo is sitting down".

T: Look at Lehlohonolo; is he sitting down?

P: Yes, he is sitting down.

T: You see, we are unable to give the negative form of that sentence because Lehlohonolo is sitting down.

T: Yes, Madam.

T: Another sentence, Isaac.

P: "Lehlohonolo is climbing the mountain".

T: Good . Let us give its negative form. Mpiti.

P: "Lehlohonolo is not climbing the mountain".

T: Good. (Writes these sentences on the board:

1. They are playing
2. She is singing
3. Father was driving a car).

Write these sentences with the word "not" inserted appropriately.
Write on your exercise books.

P: (They take out their exercise books and write).

T: (Sits on her chair).

P: (One pupil brings her book for marking. At this point food is brought into the classroom. The pupils look at the food).

T: Have you finished? (Stands up and goes to the board).

P: Yes, Madam.

T: Change your books. Tseliso I want to mark yours.

P: (They exchange their exercise books. Tseliso brings his to the teacher. Pupils of another class come into the hall making noise).

T: Mark the exercise books.

P: (Mark exercise books).

T: (To Tseliso): Why have you not written date and subject, Tseliso?

P: (No response from Tseliso).

T: Return the exercises to the owners. (Cleans the board and writes "Social Studies").

P: (Return the books to their owners).

9.8 Sample 8

The following extract is yet another case of expository teacher behaviour in a Standard 5 class in Mathematics.

9.8.1 Topic: Angles, No. of Pupils: 64, Period Length: 40 Minutes

T: You are holding a round paper and you fold it two times.

P: (Take pieces of paper and fold them, cutting to make a round shape).

T: (Unfolds paper, shows the class).

Take the fold it will give you something like this if you fold it correctly. If you fold it equally once then the other way and then you unfold it, it will give you four angles and they are also right angled triangles. The lines open of a right angle are like this, the one goes vertically a straight line horizontally. Do you understand?

P: Yes.

T: There is one straight line going horizontally and there is one straight line going vertically. They make a right angle. You will never find a right angle without those two lines. If ever they have a slanting line you should know that, that angle is not a right angle and it can never be. And then there are these kind of angle the one with a slanting line it is called an acute angle because it is smaller than a right angle (Writes on chalkboard "Acute angle"). Acute angle. If it is between the two lines of a right angle it is an acute angle. Do you understand?

P: Yes, Sir.

T: But if it ever happens that the line goes beyond the two lines, that makes it an obtuse angle (Writes on the board "obtuse angle").

P: Obtuse angle.

T: If ever you are in such a situation you should know that, that is an obtuse angle. It is bigger than ... it is bigger than a right angle. If ever it is smaller than a right angle, what do we call it? What do we call an angle which is smaller than a right angle? Angle which can fall between the two lines of a right angle what do we call it?

P: We call acute.

T: Ya, well, it's called an acute angle. If ever it is found somewhere between the two lines of a right angle....

10 USE OF TEACHING/LEARNING MATERIALS

There is common misunderstanding that teaching aids make the teacher's work easier, but the proof that this is not true is to be seen in the sad lack of teaching aids amongst teachers after they left training college.

Farrant (1964), p.129.

The above observation by Farrant is in most cases as valid today as it was twenty-five years ago. The study being reported here was designed to investigate, among other things, the use of teaching/learning materials in the schools.

10.1 Determination of Popularity of Materials

Thirty (30) numerical codes were developed for various types of materials observed in use. Having coded the materials a frequency count was taken. A given piece of material was counted only once in a lesson. In other words, it did not matter if, say, the teacher wrote on the chalkboard on ten different occasions, he was regarded as having used the chalkboard once.

A proportion of the frequency count for each material to the total frequency for all the materials was then calculated in order to show its relative popularity. For example, if in standard 1 of a certain school the chalkboard was observed in use 16 times in all the observed lessons out of a total of 35 occasions in which materials were used, the proportion for the chalkboard use would be $16/35$ or 0.46.

10.2 Relative Popularity of Materials

Table 32 shows the relative popularity of the teaching/ learning materials across the 10 sample schools. The total proportions indicate that chalkboard was the most popular material (with a popularity factor of 3.71), followed by textbooks (1.97) and exercise books (1.18), in that order. The category "other" refers to a collection of materials whose individual occurrence was too rare to warrant separate classification. They included items such as basins and tree leaves, most of which were used in Science. Objects such as stones, sticks, tins/mugs and bottles were found to be used mainly in lower classes, while maps, for example, were popular in upper standards.

Jackson (1968) observes that, due to the limited classroom space and material resources, teachers spend most of their teaching time allocating the resources which they have to distribute judiciously. In this study teachers were asked to state what they used in cases of inadequate teaching/learning materials. Most of the respondents said that they improvised by using local materials. For example, some teachers of Mathematics reported constructing their own fraction boards, abacus, and clock faces, and using such local objects as stones and sticks. There were cases, however, where teachers were

not as resourceful, preferring instead to teach abstractly rather than improvising teaching aids.

Table 32: Relative Popularity of Teaching/Learning Materials by School

Material	School										Total
	01	02	03	04	05	06	07	08	09	10	
Chalkboard	.33	.39	.36	.36	.54	.33	.42	.32	.30	.36	3.71
Pictures	.02	.01	.04	.16	.02		.10	.10	.05	.08	0.58
Charts	.01	.01	.02	.03			.01	.01	.01	.02	0.12
Stones				.02	.01	.01	.01	.01	.02	.03	0.11
Clay models					.01					.03	0.04
Text books	.14	.15	.28	.07	.09	.33	.14	.10	.48	.19	1.97
Pupils	.05		.05	.07	.03	.01	.05	.03	.03	.02	0.34
Abacus				.01	.03					.01	0.05
Furniture items	.01			.01		.01	.01			.01	0.05
Bottle tops						.01			.02	.01	0.04
Teacher	.01						.01				0.02
Sticks		.01	.05	.01	.02	.12	.01	.20	.02	.04	0.48
Cloth	.01	.01	.01				.01				0.04
Soil	.01	.01	.01	.02	.01				.01	.02	0.09
Fins	.01	.01	.02	.01	.02		.02	.01	.03		0.13
Nails		.01									0.01
Bottles		.01		.02		.01	.02	.01	.03		0.10
Liquids	.01	.01	.02	.04	.02	.02	.02	.03	.03	.03	0.23
Clock/watch		.01		.01		.01	.01				0.04
Flash cards	.03				.01	.01		.01	.01	.02	0.09
Paper	.03	.02	.02			.01	.02		.01		0.11
Sugar/salt		.01	.02				.01	.02	.02		0.08
Money			.01	.01	.01						0.03
Exercise books	.24	.24	.04	.02	.04	.10	.07	.18	.19	.06	1.18
Maps		.02		.01	.01	.02	.02		.04		0.12
Fingers									.01		0.01
Other	.08	.06	.10	.13	.09	.09	.07	.10	.04	.01	0.77

10.3 Adequacy of Teaching/Learning Materials

Teachers were asked whether in general there were enough teaching aids for use in their respective subjects. The responses are presented in Table 33. A large majority of the respondents (71

percent) declared that the supply of teaching materials was inadequate. This general situation obtained across subjects. There were, however, large variations from school to school, as Table 34 indicates.

Table 33: Percentage of Teachers Declaring Adequacy and Inadequacy of Teaching Materials by Subject

Subject	Adequate	
	Adequate	Inadequate
Mathematics	29	71
Science	24	76
English	33	67
Sesotho	27	73
Social Studies	30	70
Overall	29	71

Table 34: Percentage of Teachers Declaring Adequacy and Inadequacy of Teaching Materials by School

Adequacy	School										Overall
	01	02	03	04	05	06	07	08	09	10	
Adequate	17	60	31	6	26	20	36	42	45	3	29
Inadequate	83	40	69	94	74	80	64	58	55	97	71

11 THEORY AND PRACTICE

One of the objectives of the study was "to obtain information on how the intentions of the education system are achieved at the classroom level." It is an accepted fact in education that there always exists a gap between intentions and practice (Stenhouse, 1975). Hawes (1979) once likened official curriculum work to a whirlpool quite active at the centre but that activity decreasing rapidly as one moves towards the periphery where, unfortunately, the majority of the schools are. The study was a visit to these apparently undisturbed waters. Its impetus was on what actually happens in the classroom.

The intentions of the education system are articulated in many ways. They are expressed through syllabuses, policy documents, textbooks, circulars, official speeches, and so forth. However, teachers, in their place of work, are seldom aware of some of these highly valued pieces of work. For example, in this study they were asked whether they had a copy of the Ministry of Education's Policy Guidelines. Out of over 100 teachers only 16 claimed to know anything about this document.

There are many examples of this type which can be cited, all of which show how distant those involved with policy, syllabuses, and so on, are from those involved with reality. However, this chapter brings under the spotlight mainly the important question of methods of teaching. The reason for this is that in this study actual observations were made on how teachers go about their teaching. The chapter also focuses on the purposes for which the teachers say they teach the subjects. These are compared with the official aims of primary education.

11.1 Teaching Methods

Teaching methods were divided into three categories for each subject. The teacher actions which were regarded as most characteristic of each category were isolated.

11.1.1 Method Category A

These are the methods which are sometimes described as "modern." They can usually be identified by such words as enquiry, discovery, individual attention, and so forth. For example, in Science the teacher actions in this category would include asking pupils to observe, or experiment, or manipulate this or that material.

11.1.2 Method Category B

Closely associated with the methods in category A are certain ways of handling and organising a class. These include such strategies as grouping pupils, going round the class to talk to individuals, and using other pupils as monitors. All these approaches form category B, and teacher actions characteristic of such dynamics have been isolated.

11.1.3 Method Category C

These are the methods often referred to as "traditional" or "old fashioned". Teacher actions such as giving (long) notes, beating pupils, and asking them to queue for marking are characteristic of these methods.

11.2 Teacher Actions Under Each Category

The following are the teacher actions under each category for the various subjects:

I. Mathematics

Method Category A

What teacher is doing	What teacher is asking pupils to do
03 distributes teaching materials	07 describe/explain/define
24 goes round class marking	13 draw
31 initiates group participation	18 bring teaching/learning materials from home
33 manipulates teaching materials	19 ask him/her questions
36 demonstrates	21 manipulate aids
36 supervises	23 exhort pupils' into actions/invite participation
38 inspects	24 analyze/discuss
48 answers pupils' questions	26 model/demonstrate
	28 look at him/material/aid
	32 compete
	51 answer deductive question
	52 answer evaluative question

Method Category B

What teacher is doing	What teacher is asking pupils to do
08 walks between rows/moves from group to group	02 distribute books
26 marks while other pupils are assigned other task	22 group themselves
30 reinforces pupils	30 come forward

Method Category C

What teacher is doing	What teacher is asking pupils to do
01 writes on chalkboard	01 look out their books
02 gives instructions to class	03 look at a certain page
06 stands in front of class	06 keep quiet
16 takes a stick	10 count
17 beats pupils	11 answer
18 points at chalkboard	12 volunteer
19 draws on chalkboard	15 repeat what teacher said
25 marks pupils queuing	16 repeat what another pupil said
27 makes fun of pupils	17 copy/take notes
28 reprimands/expels pupils	20 listen
34 answers her own question	33 open/close their books
35 asks questions	35 raise up their hands
39 explains/define	43 speak aloud
41 calls for attention	50 answer a recall question
42 refutes pupil's answer	54 answer a rhetorical question
43 repeats pupil's response	57 points at a chalkboard

II. Science

Method Category A

What teacher is doing	What teacher is asking pupils to do
03 distributes teaching materials	07 describe/explain/define
24 goes round class marking	13 draw
31 initiates group participation	18 bring teaching/learning materials from home
33 manipulates teaching aids	19 ask him/her question
36 demonstrates	21 manipulates aids
37 supervises	23 act/participate

38 inspects	24 analyze/discuss
48 answers pupils' questions	25 observe
	26 model/demonstrate
	32 compete
	51 answer deductive question
	52 answer evaluative question

Method Category B

What teacher is doing	What teacher is asking pupils to do
08 walks between rows/moves from group to group	02 distribute books
26 marks while other pupils are assigned other task	22 group themselves
30 reinforces pupils' materials	36 exchange books
	37 cheer each other
	46 report group work

Method Category C

What teacher is doing	What teacher is asking pupils to do
01 writes on chalkboard	01 take out their books
17 beats pupils	03 look at a certain page
25 marks pupils queuing	06 keep quiet
27 makes fun of pupils	10 count
28 reprimands/expels pupils	11 answer
34 answers her own question	12 volunteer
35 asks questions	15 repeat what teacher said
39 explains/defines	16 repeat what another pupil said
41 calls for attention	17 copy/take notes
42 refutes pupil's answer	20 listen
	33 open/close their books
	35 raise up their hands
	38 bring books for marking/finish activity

- | | |
|----|------------------------------|
| 43 | answer a recall question |
| 50 | answer a rhetorical question |
| 53 | answer a rhetorical question |

III. English and Sesotho

Method Category A

What teacher is doing	What teacher is asking pupils to do
03 distributes teaching material	07 describe/explain/define
24 goes round class marking	09 read
33 manipulates teaching materials	18 bring teaching/learning material home
36 demonstrates	19 ask him/her questions
37 supervises	21 manipulate aids
38 inspects	23 act/participate
48 answers pupil's questions	24 analyze/discuss
49 assist in reading	28 look at him/material/aid
	32 compete
	42 play-act/dramatize/role play

Method Category B

What teacher is doing	What teacher is asking pupils to do
08 walks between rows/moves from group to group	02 distribute books
13 stands at the back of the class/on the side	22 group themselves
26 marks while others are assigned other task	30 come forward
	36 exchange books
	37 cheer each other
	46 report group work

Method Category C

What teacher is doing	What teacher is asking pupils to do
18 points at the chalkboard	01 take out their books
19 draws on chalkboard	03 look at a certain page
25 marks queuing pupils	06 keep quiet
27 makes fun of pupils	12 volunteer
28 reprimands/expels pupils	15 repeat what teacher said
34 answers her own question	16 repeat what other pupil said
35 asks questions	17 copy/take notes
40 reads/counts/dictates	20 listen
41 calls for attention	27 recite
42 refutes pupil's answer	35 raise up their hands
43 repeats pupil's response	38 bring books for marking
	39 dictate/spell
	43 speak aloud
	50 answer a recall question
	53 answer a rhetorical question

11.3 Intentions and Reality

On Schedule 2, teachers were asked the following, among other things:

- a) Name the methods they preferred
- b) Name the methods they did not prefer
- c) Say which other ways of teaching they employed besides those which had been observed.

The teachers' replies to these questions, which have been taken to reveal their intentions, have been compared to what was observed in practice, which represents the reality.

Example

The case of Teacher 04 of standard 1 Science in school 02 is used to illustrate the way the comparison has been made.

The number of actions in each category in five lessons was as shown below. The rate at which each category was visited has also been calculated by dividing the total number of actions by the number of actions in that category.

Category	No. of actions in category	Total no. of actions in five lessons	Rate
A	20	21	1.05
B	8	15	1.88
C	27	344	12.47

With the calculated rate of 12.74, category C was the most popular for Teacher 04 of standard 1 Science. However, according to replies to a question in Schedule 2, the same teacher prefers category B. In other words, category C methods, though not preferred by the teacher, were however dominant in her teaching. This is a clear illustration of the existence of a gap between her intentions and the reality.

Looking though the teachers' replies to the questions in Schedule 2 and their actions as reflected in Schedule 1, it is clear that the example of teacher 04 was the norm. Teachers preferred modern methods but practised traditional ones. As an illustration, the case of Mathematics in seven of the schools has been analyzed in detail as shown in Table 35.

Table 35: Popularity Rates of Teaching Methods in Mathematics by School, Teacher, and by Standard

School	Teacher	Standard	Method		Rate		
			Preferred	Not preferred	Category A	Category B	Category C
01	15	1	A	C	0.85	3.56	4.31
	18	2	A	C	0.85	0.78	2.25
	01	3	A	-	0.25	2.33	2.72
02	04	1	B	C	12.00	4.67	17.25
	03	2	A	C	3.49	1.89	10.25
	01	3	A	-	1.60	3.11	4.06
	08	4	A	-	1.15	2.67	2.84
	05	5	A	C	0.70	1.44	3.28
03	01	1	-	C	0.90	2.00	4.00
	08	2	A	C	0.35	0.22	1.69
	03	3	A	C	0.40	0.11	1.81
	02	5	A	C	0.80	0.22	2.09
	05	6	A	C	0.15	0.11	1.88
	09	7	A	C	0.75	0.56	1.72
04	06	1	A	C	0.70	0.33	3.47
	03	2	A,B	C	1.00	0.56	5.53
	09	3	A	-	1.05	1.04	3.03
	04	4	B	C	1.60	0.56	3.22
	05	5	A	C	0.80	0.78	3.50
	02	6	A	C	0.90	0.67	3.13
	01	7	A	C	1.45	2.44	2.66
05	01	1	A	-	1.50	2.56	4.16
	09	2	C	A	1.30	0.78	1.78
	07	3	B	-	1.10	1.22	5.32
	02	6	A	C	2.10	1.89	6.22
	02	7	A	C	2.70	3.22	9.09
06	02	2	C	A	0.65	1.78	4.47

08	05	3	C,A	-	2.15	0.22	13.09
	08	4	A	C	2.15	2.22	9.75
	09	5	A	C	0.95	0.78	13.44
	06	1	A	C	2.90	3.89	14.81
	07	2	A	C	2.00	1.00	5.38
	04	3	A	C	0.85	2.22	3.84
	03	4	B	C	1.15	1.11	4.59
	12	5	B	C	1.10	1.22	4.28

11.4 General Observations

Further examination of the responses on the issue of preference in the teaching methods led to the following observations:

- a) Methods usually go by different nomenclature, a fact which apparently confuses teachers. For example, the so-called "Look-and-Say" method, which is associated with languages, was mentioned many times in Mathematics, Science and Social Studies. It was not clear what it meant in the latter contexts.
- b) Sometimes teachers only said which methods they preferred and not which ones they did not prefer.
- c) Some teachers preferred all the methods.
- d) Sometimes teachers mentioned, for example, lecturing, among other methods of their preference, and then later said they did not prefer it (perhaps when they remembered that lecturing at the primary school level is not favoured in educational circles).
- e) Sometimes a teacher preferred a certain method in one category and not another in the same category. For instance, in Science one teacher said that she preferred experimentation and not discovery (both being in category A).
- f) The methods learned at teacher training collages were mostly in the A category.

11.5 Distribution of Method Preference and Non- preference

Table 36 shows how the responses to the question on preference and non-preference of teaching methods were distributed among the three method categories in the four subjects. The percentages have been calculated on the total number of responses to a question in the given subject.

Table 36: Percentage Distribution of Preference and Non-preference of Methods by Subject and by Category

Subject	Preference			Non-preference		
	Category					
	A	B	C	A	B	C
Science	86	8	6	4	-	96
English	68	24	8	18	-	82
Sesotho	64	19	19	20	-	80
Social Studies	69	13	19	12	-	88

Generally, teachers preferred the "modern" methods (Category A and B) to the "traditional" ones (Category C). However, in English, Sesotho and Social Studies there was still a significant proportion of teachers who preferred the traditional methods.

In both English and Sesotho the technique that seemed to be questioned by teachers is the so-called "Look-and-Say" method as opposed to the "Phonic" method. Condemning the "Look-and-Say" method in the teaching of Sesotho one teacher said "... there is no transfer of learning, e.g. in *lutse* and *tseba*, the *ts* in each word cannot be transferred". Yet another teacher said: "The child cannot form her own word without the help of a teacher." In English, the teachers complained that children taught through the "Look-and-Say" cannot read at all; they talk only when they see a picture.

Commenting against the use of "Discovery" methods in Social Studies, one teacher said that "it is not easy to discover", while another said she did not prefer manipulating because there is no time for experiments in that subject. Yet another remarked as follows about the Scripture: "Inductive and deductive methods need reasoning and the standard 2 children are too young to reason, especially in this subject". The tone of the remarks of teachers who preferred traditional methods in teaching Social and Studies, therefore, was that this subject was not amenable to modern methods.

11.6 Purpose for Teaching the Subjects

Teachers were asked to state the purpose for which they were teaching the respective subjects they taught. The responses were found to fall into four categories described below.

11.6.1 Personal Liking of Subject by the Teacher

Under this category were responses such as "I liked the subject from school; even at the training college."

11.6.2 Intellectual Value to Pupils

Some teachers regarded the intrinsic value of the subject as an important purpose for teaching it. For the example, they taught children Mathematics so that the latter could learn how to count, manipulate figures, measure, and so on. They taught English so that learners could know to read and write it.

11.6.3 Students' Future

Some teachers looked beyond the classroom towards the students' future life, either in terms of further education or in employment. They adopted a more utilitarian attitude. For example, they said that they taught English so that the pupils could be able to communicate in it internationally in the future.

11.6.4 Meeting Official Requirements

There were a few teachers who said that they taught a given subject because it was in the official curriculum ("it is the syllabus", as they say), or that they taught it to "cover the syllabus", or even so that the pupils could pass examinations.

The above responses are summarised, in percentage points, in Table 37.

Table 37: Teachers' Purposes for Teaching the Subjects

Subject	Purpose			
	Teachers' liking	Intellectual value	Students' future	Pass exams
Mathematics	3	49	44	4
Science	0	81	17	2
English	1	49	49	0
Sesotho	0	88	10	1
Social Studies	2	94	4	0
All subjects	1	70	27	2

Note: All figures in percentages

Most of the teachers regarded the intellectual value of a subject as the most important purpose for teaching it. A considerable percentage also regarded the use of the subjects to the student's future life as important. The official aims of Primary Education in Lesotho, outlined in the Policy Guidelines, can be said to encompass personal, educational, and vocational skills. These aims are reproduced below for reference.

The aims of Primary Education in Lesotho include the following (Kingdom of Lesotho, 1981b, p.6).

- a) To ensure permanent and functional literacy in Sesotho and English, and basic numeracy, as a foundation for further learning and effective living;
- b) To help children to an understanding and acceptance of the highest standards of social living needed in present day Lesotho.
- c) To help children learn about and practice healthy ways of living;
- d) To help children understand and appreciate their local and national environment;
- e) To provide pupils with an understanding and appreciation of their cultural heritage;
- f) To encourage children to investigate and think for themselves and to test their conclusions, and thus lay a foundation for scientific thinking;
- g) To provide suitable opportunities for a variety of practical and creative activities aimed at personal development and, in particular, the growth of positive attitude to work;
- h) To give pupils a basic understanding of their civic rights and responsibilities for effective participation in and contribution to the life of their society;
- i) To provide character and moral training as well as Christian education.

It is against the above aims that the teachers' responses should be measured. In the list, aims (a), (c) (g) and (h) can be said to cater for the pupils' vocational needs. Aims (b), (d), (e) and (i) are meant to satisfy personal needs, while (f) is directed towards the provision of educational (intellectual) skills. From Table 37, it seems that the teachers are inclined to teach the subjects in order to satisfy more the educational needs of pupils than any other category of needs.

12 OTHER INSTRUCTIONAL ISSUES

The number of issues which can be studied in the classroom is limitless. In addition to questions on teaching methods discussed in the last chapter, there were a number of others asked in Schedule 2. These included questions on storage of books, management of their distribution among pupils and their collection from them, assessment practices, attendance patterns, pupils' health, lesson planning, medium of instruction, and so on. Since the thrust of this study was observation, in this chapter we focus on two observable instructional issues, namely the lesson period length and homework.

12.1 Period Length

One of the first peculiarities with which the Field Assistants met when they entered the classrooms was the extra-ordinary length of some of the lessons they were observing. There were occasionally lessons which stretched up to two hours; but there were also those of five minute duration. Taking 40 minutes as the standard length of a period, Tables 38 and 39 show the percentages of lessons which were observed to be over 40 minutes in length in various classes and subjects. The tendency was for the lessons to become progressively longer as one went from lower to upper classes. Meanwhile, Mathematics was the subject for which lessons were longest, followed by English and Sesotho. Social Studies periods were generally shorter than those for other subjects.

Table 38: Percentages of Periods over 40 Minutes Long by School and by Standard

School	Standard						
	1	2	3	4	5	6	7
01	36	20	48	40	80	68	56
02	4	4	16	16	44	48	16
03	39	35	36	67	64	77	46
04	21	33	58	17	39	30	71
05	17	19	36	50	11	25	52
06	8	20	32	24	56	52	40
07	16	44	36	36	72	79	72
08	15	40	32	56	20	64	60
09	4	0	0	32	36	40	48
10	32	32	16	40	48	68	56
All schools	19	27	31	37	48	56	52

Table 39: Percentages of Periods Over 40 Minutes Long by School by Subject

School	Subject				
	Maths	Science	English	Sesotho	Social Studies
01	71	27	57	74	29
02	33	29	23	11	6
03	43	54	50	57	50
04	72	34	42	24	24
05	41	17	41	34	8
06	43	34	26	46	17
07	63	53	54	47	43
08	69	31	46	31	28
09	26	17	31	17	23
10	46	40	34	51	43
All schools	51	34	40	39	27

The above findings were consistent with responses from Schedule 2, where teachers were asked to state the length of a normal lesson period in each subject. The responses reporting lessons longer than 40 minutes were counted and their percentages over the total number of responses calculated. As Table 40 indicates, the percentages of periods reported to be over 40 minutes long were in close agreement with those observed to be in this length bracket. However, according to the teachers, Science had the highest number of periods over 40 minutes long, followed by Mathematics, English, Sesotho and Social Studies, in that order.

Table 40: Percentages of Periods Reported and Observed to be Over 40 Minutes Long

Subject	Period	
	Reported	Observed
Mathematics	46	51
Science	48	34
English	41	40
Sesotho	37	39
Social Studies	33	27

The findings confirm the observation of Hawes (1979) that, while indeed official documents place emphasis on language (particularly

English) and on Mathematics, this emphasis is intensified in actual curriculum.

12.2 Homework

In Schedule 2 teachers were asked whether they gave pupils homework, and if so, how often and what type of homework. Only in isolated cases did the teachers say that they did not give homework in certain subjects. The majority claimed to give homework with frequency ranging from daily to once a month. Such homework was said to include, among other things, writing, asking this or that from parents, and bringing materials to school. Most of those who did not give homework were in the lower classes, especially standard 1. Giving homework seemed to depend on the individual philosophy of a teacher because there were indeed teachers who gave appropriate homework to standard 1 pupils, such as bringing cuttings of pictures from home. On the other hand, there were those teachers who did not give homework even to standard 4 pupils.

Given the teachers' responses in Schedule 2 one would have expected to observe a lot of cases of homework being given. However, only a few such cases were observed, especially in English as can be seen from Table 41.

Table 41: Cases of No of Homework and of Observed Homework by Standard and by Subject

Standard	No Reported Homework	Observed Homework				
		Maths	Science	English	Sesotho	Social Studies
1	8	4	4	-	3	-
2	4	4	6	-	2	2
3	4	-	8	-	4	8
4	3	-	4	-	7	2
5	-	3	3	5	5	4
6	2	6	4	3	4	2
7	-	3	2	1	1	4

13 CONCLUSIONS AND RECOMMENDATIONS

In concluding, the primary school is reviewed as it was observed, bearing in mind the research questions. A few recommendations are then made on some aspects which may require further investigation.

13.1 The Primary School In Context

Generally, primary schools in Lesotho operate under very difficult conditions; in fact, according to Hawes (1977), these conditions are the most difficult in Africa.

13.1.1 Variations in Provisions

Primary schools vary widely in terms of physical facilities such as classrooms and furniture. They vary also in terms of their environments, both physical and social.

13.1.2 Classes

The classes are often large by any standards and are made up of children of different abilities. The pupils in a class sometimes also vary greatly in age.

13.1.3 Curriculum

Syllabuses are designed centrally by the Ministry of Education and they are followed by all schools. The time table is the responsibility of the school and, as it was observed, class teachers draw up their own time tables. The time allocated to different subjects depends on the teacher. It became clear from the study that some subjects are regarded by the teachers as requiring more time than others. Lessons vary a great deal in length, from about 5 minutes to over 2 hours. Class teaching is more common, though in some schools subject teaching, especially in higher classes, is practised. Officially, the medium of instruction in Lesotho primary schools is Sesotho from standards 1 to 3 and English from standards 4 to 7. There did not seem to be strict adherence to this policy. The English language, it was observed, is a problem for both teachers and pupils. This often leads to a communication breakdown between the teacher and the pupils, a situation which is invariably rescued by Sesotho to which the teacher quite often resorts. This is usually the case even in the lessons for English as a subject.

Organized sports and recreational activities are predominantly football (soccer), netball, athletics (mostly running and jumping), and singing. Competitions in these activities are often held at inter-school level. Informally, pupils (especially girls) engage in many other traditional games such as liketo, khati, and cheko.

There is no official guidance and counselling programme in Lesotho schools. What ever guidance takes place is within the teaching context in the classroom.

Some years back a shift system, whereby certain classes came to school in the morning and then left the afternoon for the other group of classes, used to be practised in a number of schools. This system was not observed in the ten sample schools. Could it be that it is no longer used? Hawes (1977) has commented on it as follows:

Consideration of such shortened double shift teaching in certain lower classes is an issue of the highest importance and one which might arouse fears of parents and teachers that their pupils were being given "less education." There must be no suggestion that this alternative should be regarded as a permanent measure and it would doubtless be gratefully abandoned once staffing improves. However, in my opinion and that of a number of professionals I talked to in Lesotho it may represent the only feasible short term solution to present many overworked primary teachers with an opportunity to use the kind of methods and individual attention which the teaching of basic skills demands (p.8).

It is now opportune to turn to the review of the strategies employed by the teachers and pupils under the rather difficult circumstances described above.

13.2 Teaching/Learning Strategies

13.2.1 Teachers' Knowledge

From the study, it has emerged that teachers are aware of the jargon used in education, probably having learnt it from their training. They use some terms to refer to the teaching methods, though these sometimes seem to mean different things to different teachers. Indeed, at times the terms are inappropriately used. However, knowledge of words seems to be one thing and using the methods to which they refer to be another.

It has not been established for certain that each teacher has an individual philosophy. However, it was evident that teachers do at times stick their necks out and express their opinions on what they believe to be pedagogically sound. An example of this is when they stated why they favoured either the "Look-and-Say" method or the "Phonic" method. They were quite emphatic when they supported their point of view on this.

13.2.2 Clash between Theory and Practice

The study revealed a number of examples of the existence of a gap between theory and practice, both inside and outside the classroom. In the classroom, for example, the teachers were saying that they preferred certain methods of teaching and yet in practice they were doing the opposite. Most probably teachers are not able to practice the theoretically preferred techniques - which include activity

methods, individual attention, and so forth - because of the difficult conditions in the classroom.

On the official calendar the pupils are expected to be in class for 180 days a year. This did not take into account the fact that certain days would be taken off in order to smear the classroom floors or go out to collect wood. The curriculum developers design syllabuses basing themselves on lessons of 40 minutes duration. In reality lessons may be 20 minutes long.

13.2.3 Normal Teaching

Generally, the strategies used by the teachers are quite orthodox. Coming into a classroom the most likely arrangement one meets is pupils sitting in rows or in a block with a teacher standing in front. A typical lesson begins with the teacher "teaching", which means leading the pupils with expositions heavily punctuated with questions (mostly rhetorical or requiring pupils to recall facts). Teachers expect the right answers, hence the question "O nepile?" (Is he/she correct?) comes out quite often. Then the lesson usually ends up with a written exercise which the pupils do individually (usually noisily as well). The teacher then goes around to mark or sits down as the pupils queue before her to be marked. Occasionally, she shouts: "You there, keep quiet!". This strategy did not seem to be influenced by the type of subject being taught.

Some happenings in and around the classroom may perplex the outsider. He may be stunned, for instance, by the huge mass of children raising their hands and snapping their fingers all at once, shouting "Madam! Madam! Madam!" The teacher meanwhile slowly surveys this crowd to determine who to pick to answer her question. Or he may feel lost when, right in the middle of a lesson, food is brought into the classroom for the children to eat. He may also think he is not welcome to witness any teaching when immediately after assembly in the morning the whole school jumps into a big truck to go to the fields. He may pity a six-year old girl told to go back home to bring her pencil. Or he may be amused when the teacher ends the lesson by telling the kids "tsamaeang, lea hlola" (go out, you are hopeless!).

13.2.4 Examinations

The system is very much examination-oriented, hence the emphasis on questioning and answering (correctly). As early as standard 4 the teacher is conscious of the fact that the pupils are going to ultimately have to write the Primary School Leaving Examinations. Teaching in standard 7 is nothing but revision of past examination papers.

13.2.5 Misinformation

Teachers sometimes quite unintentionally give pupils wrong information. For example, in one Science lesson the teacher discussed with the pupils what is called khanyapa said to be a watersnake. Legend has it that when this snake moves from one river to another it causes hurricane, leaving havoc on its trail - trees are uprooted and roofs of houses go. Yet, if indeed we teach Science such that pupils

adopt scientific attitude, we ought to make children feel challenged to investigate the existence of such physical phenomenon. In a Mathematics lesson the teacher was using pupils to teach intersection of sets. She asked some few boys and few girls to come forward. She then asked those among them who were 11 years old to stand aside. This, she said, is the intersection of the set of boys and the set of girls, which is obviously wrong.

13.2.6 Innovative Approaches

Teachers are sometimes forced by the difficult circumstances under which they operate (such as large pupils numbers, children of mixed abilities, staff shortage) to employ innovative approaches. The following are examples:

- a) In one school it was quite common for a teacher to conduct two different lessons to two classes simultaneously.
- b) Perhaps realizing certain advantages in the above strategy, or perhaps enjoying this way of teaching, the teacher sometimes splits her class into two and gives a different lesson to each group simultaneously.
- c) Weather permitting, lessons are sometimes held outdoors in order either to ease congestion in the classroom hall or reduce the noise level, especially when the teacher knows that her class is about to be engaged in a noisy activity.
- d) Children are sometimes asked to take turns to lead some activity in the class, especially if the activity is of a repetitive nature such as reading the words on a chalkboard.

Indeed, it is the strategies such as the above which have to be developed and perfected in order to meet the challenges presented by the prevailing conditions in the Lesotho primary schools. Although in some cases teachers reported that they sometimes engaged in team teaching and joint planning, these were not observed in practice.

13.2.7 Materials

Nowadays the importance of teaching and learning materials is widely acknowledged in educational circles. In most countries (Lesotho included) there are establishments, commercial and government-run, whose sole duty is the production and/or distribution of such materials. In teacher training colleges much emphasis is put on the use of teaching aids. At teacher in-service workshops sessions on teaching aids usually enjoy prominence. "Improvisation" has become a household word in contemporary curriculum development, while the expression "teachers should use materials from the local surroundings" is quite common. Despite all these the impression gained from the study is that teaching in the average Lesotho primary school goes on conventionally with the usual materials, namely, the chalkboard, the textbook and the exercise book. The enthusiasm about other teaching aids does not seem to have gained ground.

13.3 Learning Strategies

13.3.1 Pupil Talk

For an outsider to know that a room, hall or house he is about to enter is a classroom, he is no doubt led by the "noise" of the children inside. This is especially true for lower classes. The noise becomes progressively less as one goes from lower to higher classes.

Even as the teacher is talking, the children are always talking among themselves in one way or another. Are they talking about the task at hand? This has been difficult to determine from the study.

13.3.2 Pupils On Task

It has been pointed out earlier that teachers ask questions. It can be expected then that pupils answer questions. They answer questions either individually or in chorus. This is probably their main learning strategy. The questions they answer don't often require them to say much. Neither do they require them to reason out. There are virtually no why's. The questions are mostly the "what" type. They require "right" answers.

The second major activity is writing. Pupils do the exercises given on the chalkboard or in the textbook which they then hand in (if time allows) for marking. The teacher gives a "tick" for a right answer and a "cross" for a wrong answer. These two signs are a very important yardstick for children. Another important activity is reading, especially in Sesotho and English. Pupils usually take turns to read a paragraph from the textbook.

13.3.3 Pupils Outside The Formal Situation

Come break time or lunch time, children always rush outside like an avalanche to play in an informal situation. They are always looking forward to this moment. They play very vigorously in groups on the school premises. They never seem to get tired of this activity. It goes on even after school on their way home. At home there did not seem to be much of school work to be done in the form of homework.

13.4 Recommendations

From this study large masses of data are available. These data can be analyzed in a number of ways resulting in what can be regarded as sub-studies. The following are examples:

- a) Teaching/learning strategies of individual subjects;
- b) Analysis of teacher questions and pupils answers;
- c) Detailed analysis of sample lessons (transcribed);
- d) An in-depth comparative analysis of the situation between lowland and mountain schools, urban and rural schools, and male- and female-headed schools.

In addition to the above, more classroom studies can be conceived as follow-up or modifications of this one. For example, it may be worth while to mount an in-depth study of the use of teaching/learning materials. To illustrate further, it has been observed that, though this study was on the teaching and learning strategies, it has tended to look more into the teaching strategies than on the learning strategies. The focus tended to be more on the teacher than on the pupils. The observer looked at the pupils en block. "They" were talking or "they" were queuing.

The question of individual behaviours was too complex to capture with the instrument in hand. There would be need to design other ways of getting at the pupils' actions. Simply observing the whole mass of them does not tell us exactly what it is that each one is engaged in most of the time. Among other instruments, a schedule similar to Schedule 2, for the pupils, would have been useful.

14 PERSPECTIVES

From a study of this magnitude it can no doubt be expected that not only were a number of observations made but also many lessons were learnt and various experiences gained. Such a study leaves impressions on all those who have been involved in it, either directly or indirectly. It can also be expected that a study of this nature cannot just come to a dead end. It needs to be followed up with some action. These aspects of the study are described in this chapter.

14.1 Lessons, Observations and Experiences

The lessons, observations and experiences delineated below are gleaned from the various aspects of the study, including its administration and the operations of its different phases, both in the field and in the office.

14.1.1 Field Assistants

Despite the training, some Field Assistants' work was judged to be below the expected standard. There were considerable variations in the degree of their competency. For example, in recording classroom events some were faster than others. A fast observer could record more details in a lesson so that at the end a clearer picture of what was happening in the class emerged. In such cases recorded lessons could easily be reconstructed and transcribed. On the other hand some records of lessons were so sketchy that such a reconstruction was impossible. As a second illustration, the Field Assistants had been trained, and instructed, to fill all the schedules. Yet in the case of Schedule 2, for instance, only two out of the ten Field Assistants did the right thing. The rest gave the teachers these schedules to fill. This affected very much the quality and the quantity of the data collected by means of this schedule.

Certain actions of some Field Assistants led one to deduce that financial incentives had negative effects on them. Such individuals became very sloppy because of their eagerness to do as much as possible but paying relatively little attention to accuracy.

The remarks of some of the Field Assistants were a clear indication of the fact that the exercise was a learning experience for them. One of them wrote:

The Institute of Education played an important role on the observers' (Intern Supervisors') part for making them aware of the professional issues occurring at schools that could otherwise not be realized. In other words, observers have been made more qualified to say something about schools in depth. In order to mention, to define, to explain or to describe a donkey, one must be a donkey first. People have to say something about what they know in order to have baseline information that is as authentic as possible.

Another Field Assistant commented: "These observations have been very useful in further providing training and drawing an awareness to

the fact that making observations is not an easy undertaking". Yet another had this to say: "I began to understand much better what is meant by trying out an instrument before using it when doing a research, one thing I was not able to meet when I wrote my dissertation".

The Field Assistants, including those who subsequently went for further studies abroad, continue to provide this type of positive feedback.

14.1.2 Teachers, Pupils and Schools

The teachers and pupils in the schools were found to be surprisingly cooperative. They displayed a remarkable degree of adaptability by quickly getting used to being observed.

It is not easy to use a tape recorder to capture classroom events in some situations. For example, not much use can be made of a recording done in a hall in which there are four classes altogether, holding 275 pupils.

14.1.3 Principal Investigators

The Principal Investigators had a great deal to learn at every stage. Bearing in mind that none of them had ever been involved in a study of this nature before, every step was a new experience. The following are some of these steps.

a) Construction of the Instruments:

During this exercise much of what to expect during actual observations had to be imagined.

b) Pretesting of the Instruments:

It was a very exciting phase as the Investigators anxiously awaited the outcome of the observations made using the new instruments. It was the very first contact with the classroom.

c) Data Collection:

This was another phase full of anxieties. The Investigators were wondering, would all the teachers cooperate? Would the Field Assistants cope? Travelling to the schools to supervise the Field Assistants gave one some insights which one could never get otherwise.

d) Data Processing and Analysis:

This was the most difficult and yet interesting phase. Ways of organizing such huge masses of data (mostly qualitative in nature) so that it could be meaningfully interpreted had to be thought up. The very multidisciplinary approach to the handling of the data was somewhat awe-inspiring. However, the literature on classroom research provided the encouragement,

especially by pointing out the complex nature of the situation from which the data had been collected, that is, the classroom. Over and above all this, the time needed for different stages of the analysis was often underestimated.

e) General Project Administration:

The planning, as well as the running, of the project was a worthwhile experience. A number of mid-course adjustments to the budget and the timetable had to be made. A number of workshops were organized and the concern was always to run them such that maximum benefit could be derived out of them.

There were, of course, some problems encountered. For example, due to administrative red tape at the University there was a delay in the engagement of full-time project staff, that is, the Field Supervisor and the Secretary. In fact, the Field Supervisor was only employed after the fieldwork phase of the project, so that her main task became that of assisting in the processing and analysis of data. This meant that the Principal Investigators had to do the field supervision. However, since they were still fully engaged in their other normal duties, field supervision was not as regular as had originally been planned. Another problem was that of the movement of the Field Assistants. There was one resignation of a Field Assistant who left for a job in a "homeland" in South Africa. His replacement had to be found and trained. Another Field Assistant was transferred to the College campus as a tutor, and her remaining work had to be completed by other Field Assistants. All these incidents caused some delays in the completion of the work in the schools concerned.

14.2 Multiple Effects of The Study

Despite a number of challenges encountered along the way, there is ample evidence that this study is already having positive effects, some of which are described below.

14.2.1 Dissemination Seminars

Two seminars, of two- and three-day duration, respectively, were held in January, 1989 on the preliminary findings of the study. The first seminar, which was officially opened by the Vice-Chancellor of the National University of Lesotho, was attended by 28 participants. The participants included the following: (a) five senior officials from the Planning Unit and the Inspectorate Division of the Ministry of Education, (b) staff of the National University of Lesotho, mostly from the Faculty of Educations, (c) teachers and headteachers from the sample schools, and (d) teachers and headteachers from the "matching" schools, most of whom had been resource teachers for the study. A special feature of the seminar was a presentation of feedback on the study, in the form of a panel discussion, by the teachers from the sample schools. The teachers discussed their own experiences and views and those of their respective schools regarding the study. The seminar also drew up, through work groups, a comprehensive list of recommendations directly and indirectly related to the project. The recommendations included issues on dissemination of research results in the country, in-service training, school management and

administration, curriculum and teaching, school-community relations, and school-government relations.

The second seminar was held specifically for the staff of the National Teacher Training College. It was attended by 19 participants that included the College administrators, the campus tutors and the field staff, some of whom had served as Field Assistants for the project. A video referred to elsewhere in this report was shown in both seminars. Some of the ideas and comments that emanated from these seminars have been incorporated in this document.

14.2.2 Presentations in International Conferences and Meetings

The preliminary results of the study were presented in two international conferences, as well as at an annual regional planning meeting of the Educational Research Network of Eastern and Southern Africa (ERNESA) in Nairobi in April, 1989. In all these cases the presentations, which involved playing of a video, were well received.

14.2.3 Effects On Teacher Training

The results of this study are already having some impact on the various programmes of the National Teacher Training College. For example, the College has officially adopted a modified version of the observation schedule of the study (Schedule 1) for use in classroom observation of its interns. This was the result of the unofficial modification and informal use of Schedule 1 by some of the Intern Supervisors. The latter had found the schedule much more useful than the original official one developed by the College. Some tutors at the College have also been borrowing the video tape for teaching purposes. For example, the Primary Methodology Department has been using the tape to show the tutors the conditions existing in schools as well as the teaching methods used.

14.3 Towards Action Research

According to Bassey (1986), there are two types of pedagogic research. One is what the author calls the "search for generality", whereby the researcher draws general conclusions from "surveys of relatively large numbers of teachers and pupils" (p.21). This approach is supposed to provide little guidance to individual teachers in their daily classroom activities. Bassey describes the second type of pedagogic research as a "study of singularities", which concentrates on events taking place in single classrooms. Here "there is no attempt to generalize the findings beyond the classroom, but there is recognition that there may be aspects of the results which stimulate other teachers to try something similar", (p.21). This study is of the first type, that is, one that searches for generality. Now the question is, what next? The obvious next step seems to be to embark on the second type of research with a specific aim of improving classroom practice.

In the course of the study one of the Field Assistants observed:

One would like to recall the first tape recording which was made in Standard 5. The Head-Teacher desperately wanted the tape replayed. This caused him so much excitement. He was actually very happy to have me in his class. This machine produced the same effect in other teachers.... The tape recorder, though, very much improved the teachers' way of presenting their lessons. They became self-conscious and their lessons took a shorter time.

Other Field Assistants also confirmed the fact that the observed teachers were anxious to know the "results" of the observations. In other words, they would like to know how they perform. They want to reflect on their teaching with a view to improving it. It is our belief that such reflection and improvement can be achieved through the methods of classroom action research. In this context classroom research is understood to mean a process in which teachers "take deliberate steps to study their situation and to improve it concurrently; inquiry and change are both built into the process". (Stuart, 1988, p.68). Classroom action research is supposed to be more meaningful and relevant to the teachers than any other type which they consider as "lacking in relevance and practicability for what they all regard as the prime task: helping teachers to improve the learning experience of the children in their classes" (Hustler et al., 1986, p.6).

14.3.1 Proposed Strategy

As a follow-up to the study it is proposed to introduce action research into Lesotho schools and teacher training institutions by taking the following steps:

- a) Forming a steering committee of individuals interested in action research. Among the objectives of this body would be the following:
 - i) To form a team of consultants who can provide support to the teachers engaged in action research;
 - ii) To interest the teacher training institutions in action research;
 - iii) To collect relevant literature and make it available to teachers engaged in action research;
- b) Revisiting the 10 primary schools which were used in this study. The objectives of such visits would be as follows:
 - i) To discuss the results of this study;

- ii) To introduce action research to interested teachers in the schools as a tool they could use to solve their classroom problems;
- iii) To initiate the interested teachers in the schools the concept of "reflective teaching".
- iv) To train the interested teachers in the schools in techniques of classroom observation.

The 10 schools would form pilot schools from which the ideas on action research would radiate.

- c) Holding of a general conference of those interested in action research. Participants at such a conference would consist of the following:
 - i) Interested teachers from the 10 sample schools;
 - ii) Selected teachers who would presumably be interested in action research; for example, those who acted as resource teachers in the study;
 - iii) Interested lecturers from the National Teacher Training College and the National University of Lesotho;
 - iv) Any other interested teachers (even from secondary schools) and educationist.

The aim of the conference would be to form an action research group with the following objectives:

- i) To inculcate the spirit of collaboration within schools among teachers engaged in action research;
- ii) To encourage the teachers engaged in action research to document their experiences and distribute these written accounts among other teachers similarly engaged;
- iii) To forge links between the group and similar groups in other parts of the world.

It is expected that in all these endeavours the Institute of Education would play a leading role.

14.4 Towards an Instrument

One of the objectives of the study was "to design a mechanism for reporting on a regular basis the state of classroom activities to parents, teachers, curriculum developers and policy makers". The closest the study got to achieving this objective has been the perceptions of the Field Assistants as they used Schedule 1. As the study proceeded, the potential of Schedule 1 as an observation instrument unfolded. By the end of the observation phase all the Field Assistants, who were at the same time Intern Supervisors, were

admitting that in their supervision they no longer used the College observation form. They had been so influenced by Schedule 1 that they found the College form inadequate. During the Debriefing Workshop referred to elsewhere in this document one Field Assistant reported:

I learnt as a student of supervision a procedure to observe, yet when given the NTTC observation form used for the interns, the knowledge was shattered. I feel that I can use mainly the tabulated part of Schedule 1 for my interns. I would use the remarks column for comments and suggestions.

The NTTC form has since been revised on the basis of Schedule 1. It is experiences such as this one which lead one to believe that, with modification, Schedule 1 has a potential as a standard observation instrument in Lesotho schools.

14.5 Final Remarks

Observations of the classroom have been an eye opener. The experiences gained have led all those involved in the study to have a deeper understanding and appreciation of the school and the classroom. The classroom itself was indeed a place worth visiting.

REFERENCES

- Bassey, M. (1986). Does action research require sophisticated research methods? In D. Hustler, A. Cassidy, & E. C. Cuff (Eds.), Action research in classrooms and schools (pp. 18-24). London: Allen and Unwin.
- Bennet, N. (1975). Teaching styles: A typology approach. In G. Chanan and S. Delamont (Eds.), Frontiers of classroom research (pp.89-108). Windsor Berks: NFER.
- Bennet, N. (1976). Teaching styles and pupil progress. London: Open Books.
- Brown, G. & Armstrong, S. (1978). SAID: A system for analyzing instructional discourse. In R. McAleese and Hamilton (Eds.), Understanding classroom life (pp. 28-46). Windsor Berks: NFER.
- Cummings, C. (1985). Qualitative research in the infant classroom: A personal account. In R. G. Burgess (Ed.), Issues in educational research: Qualitative methods (pp. 216-250) London: The Falmer Press.
- Cummings, C & Hustler, D. (1986). Teachers' professional knowledge. In D. Hustler, A. Cassidy, and E. C. Cuff (Eds.), Action research in classrooms and schools (pp. 36-47). London: Allen and Unwin.
- Delamont, S. (1976). Interaction in the classroom. London: Mathew.
- Delamont, S. & Hamilton, D. (1976). Classroom research: A critique and a new approach. In M. Stubbs and S. Delamont (Eds.), Explorations in classroom observation (pp.3-20). Chichester: John Wiley and Sons.
- Delamont, S. and Hamilton, D. (1986). Revisiting classroom research: A continuing cautionary tale. In M. Hammersley (Ed.), Controversies in classroom research (pp. 25-43). Milton Keynes: Open University Press.
- Farrant, J. S. (1964). Principles and practice of education. London: Longman.
- Fuller, B. & Heyneman, S. P. (1989). Third World school quality: Current collapse, future potential. Educational Researcher, 18 (2), 12-19.
- Furlong, V. (1976). Interaction sets in the classroom: Towards a study of pupil knowledge. In M. Stubbs and S. Delamont Eds.), Explorations in classroom observation (pp. 22-44). Chichester: John Wiley and Sons.
- Hamilton, D. & McAleese, R. (1978). The current context of classroom research. In R. McAleese & D. Hamilton (Eds.), Understanding classroom life (pp.7-11). Windsor Berks: NFER.

- Hammersley, M. (1986). Introduction. In M. Hammersley (Ed.), Case studies in classroom research (pp. ix-xvi). Milton Keynes: Open University Press.
- Hammersley, M. (1986). Revisiting Hamilton and Delamont: A cautionary note on the relationship between 'Systematic Observation' and ethnography. In M. Hammersley (Ed.), Controversies in classroom research (pp. 44-48). Milton Keynes: Open University Press.
- Hawes, H.W.R. (1977). Primary school curriculum change in Lesotho: UNICEF's commitment in context (Extract from Lesotho/UNICEF. Joint Evaluation of the Needs of Children and Women). Maseru, Lesotho: UNICEF.
- Hawes, H. W. R. (1979). Curriculum and reality in African primary schools. London: Longman.
- Hopkins, D. (1985). A teacher's guide to classroom research. Milton Keynes: Open University Press.
- Hustler, D. Cassidy, A. & Cuff, E. C. (1986). Issues in action research. In D. Hustler, A. Cassidy, & E. C. Cuff (Eds.), Action research in classrooms and schools (pp. 7-17). London: Allen & Unwin.
- Jackson, P. W. (1968). Life in classrooms. New York: Holt, Rinehart and Winston.
- Kingdom of Lesotho. (1981a). Primary school inventory and directory. Maseru, Lesotho: Ministry of Education.
- Kingdom of Lesotho. (1981b). Educational policy guidelines. Maseru, Lesotho: Ministry of Education.
- Kingdom of Lesotho. (1982). Education Sector Survey: Report of the Task Force. Maseru, Lesotho: Ministry of Education.
- Kingdom of Lesotho. (1986). Ministry of Education Annual Report for 1986. Maseru, Lesotho: Ministry of Education.
- Kingdom of Lesotho. (1987a). Fourth five-year development plan: (1986/87 - 90/91 fiscal years). Maseru, Lesotho: Ministry of Planning, Economic and Manpower Development.
- Kingdom of Lesotho. (1987b). Lesotho statistical yearbook: 1987. Maseru, Lesotho: Bureau of Statistics.
- Kingdom of Lesotho. (1987c). Population census preliminary results. Maseru, Lesotho: Bureau of Statistics.
- Kingdom of Lesotho. (1987d). Education statistics: 1986. Maseru, Lesotho: Bureau of Statistics.
- Kingdom of Lesotho. (1988a). Incomes, expenditure and consumption of Basotho households: Main results from the Household Budget Survey 1986/87. Maseru, Lesotho: Bureau of Statistics.

- Kingdom of Lesotho. (1988b). Clarification of Lesotho's educational policies and priorities: Part I. A final report of seminars held in Maseru, Lesotho on 21-25 September 1987 and 2-24 June 1988.
- Makhetha, P., Musi, M., Putsoa, L., Seotsanyana, M., & Stuart, Jp. (1985). Classroom interaction processes: An action-research project in four Lesotho classrooms (Case Studies in Development Studies Teaching). Unpublished research report.
- McAleese, R. (1978). Comment on SAID: A system for analyzing instructional discourse. In R. McAleese & D. Hamilton (Eds.), Understanding classroom life (pp. 44-46). Windsor Berks: NFER.
- McIntyre, D. & Macleod, G. (1986). The characteristics and uses of systematic observation. In M. Hammersley (Ed.), Controversies in classroom research (pp. 10-24). Milton Keynes: Open University Press.
- Sebatane, E. M. (1988, November). Population and education. Paper presented at the National Workshop on the Foundation of a Documented Population for Lesotho, Maseru, Lesotho.
- Sebatane, E. M., Bam, V.M., Mohapeloa, J. M., Mathot, G. & Pule, S. M. (1987). Consultancy report on the Internship Programme of the National Teacher Training College. Maseru, Lesotho: Ministry of Education.
- Simon, B. & Galton, M. (1980). Researching the primary classroom. In M. Galton & B. Simon (Eds.), Progress and performance in the primary classroom (pp. 7-22). London: Routledge & Kegan Paul.
- Stenhouse, L. (1975). An introduction to curriculum research and development. London: Heinemann.
- Stuart, J. S. (1987). Developing Development Studies through action research: A study of collaborative and reflective classroom practice in Lesotho. Unpublished doctoral thesis, University of Sussex.
- Stuart, J. S. (1988). Classroom action research: Rationale, methods and practical applications. BOLESWA Educational Research Journal, 6, 68-86.
- Stubbs, M. (1976). Editorial introduction. In M. Stubbs & S. Delamont (Eds.), Explorations in classroom observation (pp. 3 & 22). Chichester: John Wiley & Sons.
- Stubbs, M. & Delamont, S. (1976). Preface. In M. Stubbs & S. Delamont (Eds.), Explorations in classroom observation (no page number). Chichester: John Wiley & Sons.
- Thelejane, T. S. (1974). Primary education in a developing country. Education in Botswana, Lesotho and Swaziland, 8, 24 - 27.
- Walker, D. & Adelman, C. (1986). Interaction analysis in informal classrooms: A critical comment on the Flanders' system. In M.

Hammersley (Ed.), Controversies in classroom research (pp. 3-9).
Milton Keynes: Open University Press.

Yoloye, E. A. (1977). Observational techniques. In A. Lewy (Ed.),
Handbook of curriculum evaluation (pp. 189-209). Paris: UNESCO.